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A pilot study of school administrators' comprehension of black English.

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A PILOT STUDY OF SCHOOL ADMINISTRATORS'
COMPREHENSION OF BLACK ENGLISH

A Dissertation Presented

by

MITCHELL H. WILLIAMS

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

April, 1972

Major Subject: Education

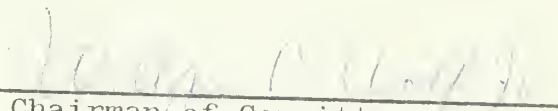
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COMPREHENSION OF BLACK ENGLISH

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Chairman of Committee


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April, 1972

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me best.

To the men in my family who are
exponents of Black English:

OLLIE, RUFUS, SETH,
CHARLTON, PETE,

and

TAD WILLIAMS

The present orientation of the American education system has resulted in poor education for black students, psychological rejection, loss of cultural identity, no feelings of relevance, and denial of cultural needs and aspirations.

Obviously, higher education must reorient itself in such a way that the pluralistic character of the American culture is reflected. In short, it should meet the needs of all the students and reflect their culture, values, and history. The university must cease to be a place which whitewashes and middleclasses everyone.

--Orlando Taylor

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

One of the greatest problems of the classroom teacher and the school administrator who venture into the inner city is the problem of communication among themselves, the students, and parents of the students. This communication problem creates a serious gap between what the student is saying and what the teacher interprets. It is a frightening experience for the new teacher to come face to face with this gap on his first day in the inner city classroom. Herbert Kohl (15:13), recollecting his thoughts on his first day of school, states:

It is one thing to be liberal and talk, another to face something and know that you're afraid.

This fear, we find, has been long-existent among experienced teachers as well as a perennial problem for the neophyte.

Uvaldo Palomares (21:36), speaking before the Select Committee on Equal Educational Opportunity, remarked:

Very seldom do you find a case where the teacher hates the child or the child hates the teacher. It is a case where they can't talk to each other and the teacher is trying her best with the tools she has available.

Joan Baratz (3:11) points out that:

The educator worked under the assumption that there is a single correct way of speaking and that everyone who does not speak in this grammar book fashion is in error.

This problem is not limited to the teacher; it extends to the administrator, as well. Often, he or she is too embarrassed to admit to a complete ignorance of the dialects spoken by non-white working class parents. Frequently, the administrator will respond to the parents' questions by simply defining the school policy that seems most appropriate to the situation in his own language system. Thus, he can escape the reality of the parents' problems because he is unaware of them. However, he is still victimized by this lack of communication that pursues his ignorance.

The communication gap in schools on the part of teachers and administrators is "the thing" about which H. Rap Brown (5:21) refers in his passage:

I was in constant conflict with my teachers in high school. I would interpret the thing one way and they would say it's wrong.

Some of the most serious mistakes made in teaching children from non-dominant cultural groups are committed in the area of communication. These mistakes, for the most part, simply represent a disregard for the language of the child and parent by the school and its staff. Prewitt and Knowles (12:31) cite:

But much of what ails the inner-city school can be traced to one overriding fact: the people who are

making decisions about what and how black children are to be taught, and how their progress is to be evaluated, have little understanding of black people and their culture.

This disregard or lack of understanding is accompanied by an organized campaign by the school to re-teach the student, first demanding that he be taught correct English. Toni Cade (6:156) finds:

There is a particular breed of White Way-Right Way professional who is becoming more and more sought after in the school system. She is the language expert who maintains that she can "correct the ghetto accents" of Black children. She begins with the premise that the language habits of Black children need correcting. Not mastering, but correcting. That the schools should first learn the language system is not understood. What arrogance! And what destruction this ignorance and arrogance can lead to.

This attitude towards the minority student is not limited to Black students. For instance, Uvaldo Palomares (21:23) states the following with respect to Spanish-speaking children:

Now let us look at what the teacher is thinking. Let us not look at it as if she is a negative person and out to hurt the child. Let us look at her as a teacher who cares. What the teacher is saying to herself is, "This child should speak good English if he is going to make it in this country."

What is the best? In her mind, she immediately says, "First of all, he should have known how to speak English before he came to school because, after all, this is America and we all speak English."

One of the things that is done a lot and is being done today in the classrooms is that the best way to teach the child English is to stop him from speaking the language he was speaking. If I am going to teach a little five-year old kid to speak English well, the first thing I am going to do is to stop him from speaking Spanish. The best way to do this is to stop him from speaking that and have him concentrate only on speaking English.

So this is one of the first acts the teacher tries to do to ameliorate his position.

Thus, the problem encompasses all multi-ethnic lines. Since the teacher may not try to learn the dialect or language of the child (even for purely comprehensive reasons), he (the teacher) becomes a greater problem than the student. Consequently, we find school administrators and teachers throughout the massive inner-school systems involving themselves as the principal decision-makers over the destiny of non-white children with no sound basis of communication for use in the decision-making process. The English used by many Black children, both in and out of school, is frequently misunderstood or rejected by school officials. "Black English," as it is called, is viewed in a number of ways by contemporary linguistic and socio-linguistic scholars. For purposes of this paper, however, Black English is defined as the set of linguistic features used by a large number of American Blacks, especially those from the working class with an identifiable Southern history. Marvin D. Loflin (18:90), for instance, believes that Black English is a language in itself:

Efforts to construct a grammar for the Non-Standard Negro English suggest that the similarities between it and Standard English are superficial. There is every reason at this stage of research to believe that a fuller description of Non-Standard English will show a grammatical system which must be treated as a foreign language.

Others take a position that Black English is merely

an extension of White Southern dialects, e.g. Kurath (16:140):

By and large, the Southern Negro speaks the language of the white man of his locality or area and of his education. . . . As far as the speech of uneducated Negroes is concerned, it differs little from that of the illiterate white; that is, it exhibits the same regional and local variation as that of the simple white folk.

Mutual understanding is an important facet of any culture which contains a number of dialects, and it is imperative that it be a part of a child's growth in and out of the classroom. The status of mutual understanding across dialects (especially Black English-Standard English) in the classroom has been the subject of a three-year investigation by the Center for Applied Linguistics in Washington. This research, directed by Orlando Taylor and funded by the Ford Foundation, focused on the effects of language and dialect differences on school learning. This project is known as BALA (Bases for Applying Linguistics and Anthropology), the term used to identify the entire collection of studies.

The objectives of the project were:

1. To determine the professed attitudes of teachers, parents, and students toward standard and nonstandard varieties of English and toward how the school handles, or might handle, related instructional problems.
2. To document, from live and videotaped classroom observations, the relationships between professed language attitudes and actual school practice, as well as specific instances of classroom interaction which could contribute to the alienation of students.

The major findings of this project were:

1. Professed attitudes of teachers toward various aspects of language variation vary considerably.
2. Teachers with three to five years of experience have significantly more positive attitudes toward language variation than others.
3. Teachers in predominantly white schools, including teachers in training, have more negative attitudes toward language variation than those in racially integrated schools.
4. Most teachers have a negative attitude toward the use of various dialects as a classroom teaching tool.
5. Negative attitudes toward Non-Standard English can be significantly changed following a course in social dialects.
6. Teachers in training exhibit much more positive attitudes toward language variation than practicing teachers. Black trainees are more positive than white trainees.
7. Half of the kindergarten teachers interviewed indicate that the child's language should be left alone, while half feel that it should be replaced.
8. The majority of teachers rate the speech of their students as poor to fair and inappropriate for the classroom. This critical attitude was true regardless of race or socio-economic class.
9. A majority of teachers recommend that their students' speech be corrected, though a substantial minority recommend leaving it alone. They also feel that special materials written in dialect are needed.
10. Teachers who reject minority group culture, language and people outright are estimated to number approximately 19% of the total teaching force.
11. Slightly over half of all teachers interviewed indicate that they are unaware of current controversies relating to dialect, particularly Black English.

The BALA Project has been instrumental in investigating the problems encountered in the classroom by speakers of Non-Standard dialects, i.e., Black and Spanish-speaking

students and parents. Some of the major recommendations included: an emphasis on the need for productive interaction between peer groups and school; the establishment of courses for teachers that deal with language variation (social dialects); creating professional awareness of current controversies in the area of language, and full involvement of the communities in the planning of these language programs.

The work of BALA, as well as most projects in the area of language variety and education, can be used to initiate a better understanding by those school administrators who function in schools with large numbers of "so-called" minority group children. However, these projects have failed to provide explicit data or insight on the administrator, as they have chosen to focus on the teacher and the student. Obviously, more work is needed which focuses directly on the administrator, since he is in a decision-making position that will affect the direction of both the student and the teacher.

STATEMENT OF THE PROBLEM

Given the dearth and importance of information about the effects of Black English on verbal interaction between school administrators and Black students and their parents, the present study was undertaken to clarify some effects of Black English upon communication within a

specific target setting. Specifically, the study attempted to answer some questions pertaining to the degree to which Black English used by Black students and parents is understood by school administrators. The roots of the purposes are stated by Elisha Cole (4:767) as follows:

When Elisha Cole issued his English dictionary in 1676, he explained the inclusion of a number of slang words and expressions by saying: "'Tis no disparagement to understand the canting terms. It may chance to save your throat from being cut, or (at least) your pocket from being pick'd." Reasons less ominous impel the modern student, who knows that from slang we can learn much about the history, customs, fashions, the very thoughts of people far away or long ago.

Cole's early observation merely reinforces the views of his Black contemporaries who feel that the inner-city administrator must be ever-knowledgeable and sensitive to different cultures. Unfortunately, there are few who have investigated and sensitized themselves to cultures other than their own and so they never fail to chide or rebuke the children who are different; yet, these differences are pointed up in many of our best-selling books about the inner-city schools. Since the educator does not change, he places the burden of change upon the student as he proceeds to teach and to administer as he has been taught.

The student is aware of the differences but will role-play to the satisfaction of the educator. He will, however, in later years become strongly resentful towards this double life and the educators who forced this upon him. Without doubt, this attitude will be passed down to his

offspring.

Specific Objectives

The specific objective of this pilot study is to determine how well school administrators comprehend the language spoken by the Black student and parent. Specifically, an attempt will be made to ascertain:

- a. The differences in comprehension of Black English among selected inner-city school administrators.
- b. The differences in comprehension of Black English among selected Black and White inner-city administrators.
- c. The regional differences in comprehension of Black English among selected inner-city school administrators in various school districts.

Three working hypotheses are tested within the study:

1. Inner-city school administrators do not have available a working comprehension of Black English for use in communicating with Black students and parents of the school community. Comprehension is defined as recognizing at least 70% of the selected Black English terms.
2. There is no difference between Black and White administrators with regard to their comprehension of Black English used in inner-city environments.
3. There is no regional difference among inner-city administrators with regard to their comprehension of Black English used in their respective inner-city environments.
4. The instrument consisted mainly of nouns and idioms. Other dimensions of Black English, which may be worthy of study, were not considered at this time.
5. The samples within each district were not proportional; data analyses were limited accordingly.
6. The choice of terms used in the sample reflected the biases of the researcher.

Limitations of the Study

1. This study is limited to six cities in various parts of the United States, due to the researcher's financial resources. These were also cities that were receptive to the researcher's pilot study. These cities are representative of the problem nationally; however, they do not represent a random sample.
2. It was necessary to obtain volunteer samples rather than random samples in the aforementioned cities because of the difficulty involved in obtaining an interview. Hence, the sample is representative, not random.
3. In view of the reality of ever-changing Black English words and meanings, the study will focus only on the period of time that the interviews and tapings were recorded at each location and may be relevant only to that time period.

Definition of Terms

Some of the linguistic terms that apply to this study are defined in Appendix A, while the nucleus appears in the second chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Although there are many papers on Black English, there are but a few books on the topic. Most of these papers that have been presented were edited and then compiled to help form the majority of these few Black English books. Those papers not used in the formulation of books have been employed in a variety of ways; e.g., featured articles in journals, reports, pamphlets and related literature. However, it is notable that the decade beginning in 1961 ushered in a new surge of productive writing on the topic with increasing numbers moreso in the crescendoing effect. The sudden interest in the lexicon of Black English is phenomenal. Idioms and terms of Black English have become popular in newspaper articles, monthly magazines and other forms of media. There appears to be for the first time a distinct trend towards identification and clarification of Black English words. Implicit in the distinctness of this trend is the underlying emphasis on comprehension. Such emphasis leads to the consideration of lexicon, phonology, morphology and syntax. These areas of Black English will be reviewed in a definitive and descriptive nature. It is important to mention that a strong theoretical controversy

is being waged today over the origin of Black English. One camp supports the point of view that Black English is a derivative of West African languages and another feels that Black English and Southern White dialect are synonymous. Both points of view will be discussed in this chapter.

The above-mentioned areas pertaining to Black English have been treated in this review to provide a better understanding of the subject's complexity. Within the dissertation only a narrow aspect of Black English, comprehensive of Black Non-Standard English, has been investigated.

DEFINITIONS

Phonology.--Phonology pertains to the sounds of a language.

Suprasegmental refers to the pitch, stress, juncture or pause applied to a sound. They are significant because they influence meaning. The term suprasegmental also refers to their imposition upon the segmental phonemes or significant sound units of a language.

Syntax.--Syntax is that phase of grammar which deals with the relationship of words in sentences and the manner in which words are put together to form sentences.

Vocabulary.--A list or collection of words or of words and phrases alphabetically arranged and explained or defined.

Idiom.--The language proper or peculiar to a people or to a distinct community or class.

Morphology.--Morphology is the traditional word for grammar and it comprises all of the specific relations between expression and content. In morphology, we describe the more intimate combinations of morphemes (words).

CONTEMPORARY CONCEPTS OF BLACK ENGLISH

It is important to clarify the following facts about Black English:

1. Not all Blacks speak Black English. There are many Blacks whose speech cannot be distinguished from others of the same region and social class. (Wolfram and Fasold, 30:41)
2. Black English shares many features with other kinds of English. It is distinct from other dialects because it possesses a number of pronunciation and grammatical features that are not shared by others. (Wolfram and Fasold, 30:42)
3. Black English is a fully formed linguistic system in its own right with its own grammar and pronunciation rules and cannot be dismissed as a worthless series of emotional cries. (Wolfram and Fasold, 30:42)
4. Almost all of the features associated with Black English relate to Standard English form in actual speech. (Wolfram and Fasold, 30:42)

LINGUISTIC FEATURES OF BLACK ENGLISH

The linguistic features of Black English have been widely reported in the literature, e.g., Baratz, Wolfram, Labov, Bailey, Shuy and Fasold. Many of these authors

claim that Black English possesses grammatical distinctions that are different from those of Standard English. Wolfram, for instance, has found (30:42):

There are two possible reasons for the distinctiveness of Black English. In the first place, the linguistic history of Black English is partly independent of the history of the rest of American English. It has been postulated that several of the features are traceable to African languages via the Caribbean Creole languages. If this is the case, then it is apparent why some of the dialect is distinct. Even if this is not the case, however, the persistent segregation patterns of our society are sufficient cause for this dialect to develop its own character. Dialects develop when speakers of a common language are separated from each other, either by geographical or social distance. The social distance between white and black Americans is a significant factor in the development and maintenance of distinct dialect features.

The lengthy explanation of the major linguistic features of Black English has been condensed into the outline that follows. For the sake of brevity and clarity, this has been outlined from the more detailed work by Wolfram and Fasold (30:41-86).

Phonology

A. Word-final Consonant Clusters

1. General

- a. Type I - Clusters that do not involve ed, e.g. mess/messed.
- b. Type II - Clusters which result from the addition of the ed, e.g. rubd/rubbed.
- c. This reduction rule operates only when both members of the cluster are either voiced or voiceless.
- d. In Standard English this reduction takes place but only when the next word begins with a consonant.

2. Plural Formation

- a. In Black English, words ending in s, p, t, or k add es plural instead of the -s, e.g. desses/desks; ghoses/ghosts; wasses/wasp; tesses/test.

3. The status of word-final clusters

- a. Standard English - tes' program; test idea; testing.
- b. Black English I - tes program; tes idea; testing.
- c. Black English II - tes program; tes idea; testing.

B. The th-Sounds

1. Word initial

- a. At beginning of a word the voiced th is pronounced as d, as in the-de; they-dey; that-dat.
- b. The voiceless th is pronounced as t (tought/thought; tink/think; tin/thin).
- c. If th is followed by r, words may be pronounced with f (free/three; froat/throat).

2. Within a word

- a. Voiceless th in middle of word pronounced as f (nof'n/nothing; ahfuh/author; effuh/either).
- b. Voiced th in middle of word pronounced as v (bruvah/brother; ravah/rather; bavin'/bathing).
- c. When th is followed by a nasal sound such as m, n, th- is pronounced as t (aritmetic/arithmetic; nut'n/nothing).

3. Word-final

- a. At end of a word, th pronounced f (toof/tooth; souf/south).
- b. When preceding sound is the nasal n, t instead of th (tent/tenth; mont/month).
- c. The stop t or d is used with the preposition with (wit or wid).

C. r and l.

1. After vowels

- a. r and l at end of word, pronounced as uh (sistuh/sister; steauh/steal; beah/bear).
- b. Preceding a consonant, no phonetic vestige of r or l (hep/help; torte/taught).

- c. No vestige of r following the vowels o or u (doe/door; foe/four). (Sure and show are pronounced alike.)

2. Between vowels

- a. r and l may be absent when followed by another word beginning with a vowel; r may be absent between two vowels in a word.

3. Effect on Vocabulary and Grammar

- a. The consistent absence of r at the end of a word has led to several "mergers" of vocabulary, where they and you are used as possessives (they book/you book).

4. After initial consonants

- a. r may be absent after initial consonants and when following vowels o or u (th'ow/throw; th'ough/through).
- b. r may be absent in unstressed syllables (potect/protect; pofessuh/professor).

5. Social Stigma

- a. r and l absence has not been so socially stigmatized, due probably to the fact that certain types of r absence are recognized as legitimate regional characteristics of some dialects of Standard English.

D. Final b, d, and g

1. Devoicing

- a. At the end of a syllable, the voiced stops b, d, and g are pronounced as the corresponding voiceless stops p, t, and k (pig, bud and cab sound like pick, butt, and cap).
- b. Devoicing can take place in an unstressed syllable (hundret/hundred; acit/acid).
- c. The same is true of the -ed suffix (playt/played).

E. Nasalization

1. The -ing suffix

- a. Use of -in for the -ing suffix (sigin'/singing; comin'/coming).

2. Nasalized vowels

- a. The use of a nasalized vowel instead of the nasal consonant at the end of a syllable in words such as man, bun, bum.

3. The influence of nasals on i and e

- a. Before a nasal consonant the vowels i and e do not contrast (pin/pen; tin/ten).

F. Vowel Glides

1. ay or oy

- a. The vowel glides represented as ay or oy are generally pronounced without the glide (sahd/side; tahm/time).

G. Indefinite Articles

1. a and an

- a. The indefinite article is used always regardless of whether word begins with a vowel or consonant (he had a egg).
- b. The article may be omitted altogether (he had eraser).

H. Stress

1. First syllable

- a. Words may be stressed on the first instead of the second syllable (police/police; hotel/hotel).

I. Unstressed

1. First syllable absence

- a. Absence of the first syllable of a word when the first syllable is unstressed ('rithmetic, 'member, 'cept, 'bout).

Morphology

A. Past Forms

1. The -ed suffix

- a. When -ed is added to a base ending in t or d, it is pronounced something like id. This form can be reduced to d alone in Standard English and Black English (wantid/wanted; startid/

started).

2. With consonant

- a. When -ed is added to a verb base ending in a consonant, as in missed, it can be removed by application of the consonant cluster reduction rule.

3. With vowel

- a. When -ed is added to a verb base ending in a vowel, it can be removed by the rule for deletion of syllable-final d.

B. Irregular Verbs

1. Past

- a. Some verbs which have irregular past forms in Standard English have the same form for past and present tenses in Black English (He say it yesterday).

C. Perfective Constructions

1. Omission of forms of have (I been here; he gone home).

2. The past participle

- a. Black English equivalents of the present and past tenses are not formed with forms of have plus the past participle, but rather with a form of have plus a general past form (he done it; he have done it; he did it; he have did it).

3. The completive aspect with done

- a. The completive aspect is formed from the verb done plus a past form of the verb (I done tried hard).

4. The Remote Time Construction with been

- a. A similar construction with been indicates that the speaker conceives of the action as having taken place in the distant past (I been had it there for about three years).

D. The Third Person Singular Present Tense Marker

1. The -s suffix

a. Not used with third person singular (he walk).

2. Auxiliary don't

a. Instead of he doesn't go, he don't go.

3. Have and do

a. Since the -s suffix does not exist in the verb system of Black English, the verbs remain have and do with third person singular subjects in the present tense (He have a bike; he do silly things).

4. Hypercorrect forms

a. (I walks, you walks, the children walks.)

b. The -s suffix is occasionally added to non-finite forms (They want to goes).

E. Future

1. Gonna

a. Is and are are deleted with gonna (He gonna go).

b. The form used in this context is gon moreso than gonna.

c. Three reductions of gonna: I mana go; I mon go; I ma go.

2. Will

a. Will can be not only contracted to 'll in Black English but may be completely eliminated (He miss you tomorrow).

F. Invariant be

1. Main verb

a. The form be can be used as a main verb in Black English and not as a variant inflected form as in Standard English (sometime he be there and sometime he don't).

G. Absence of Forms of to be

1. Is

a. Is can be absent whenever it can be contracted

in Black English (He a man, that dude bad, he running).

b. Thas/that's; whas/what's.

2. Are

a. The form are is present less often than the form is.

3. Agreement with forms of to be

a. Some speakers show no person-number agreement when full forms of to be are used (They was there; you is there; there she are; you am a teacher).

Negation

A. The use of ain't

1. The negative forms of is, are, am, have, and has become ain't.

2. In Black English, ain't may also correspond to didn't in Standard English.

3. Negative forms of auxiliary do can lose the initial d (I don't know/I 'on't know).

4. In didn't, the second d can merge with the following n, as int.

Multiple Negation

A. General. Double negatives are often used in Black English, e.g. he doesn't know nothing.

B. Three negative placement rules in Standard English (He doesn't know nothing about nothing).

C. Multiple negation in two clauses (Nobody didn't know it didn't rain).

D. Multiple negation with negative adverbs. The marking of negation in the verb phrase or with any in sentences which contain hardly (He doesn't hardly come to see us. He doesn't come to see us anymore, hardly).

E. Negativized auxiliary preposition. If a sentence has

an indefinite noun phrase containing a negative marker (nobody, nothing, no dog) before the very, the negativized form of the verbal auxiliary (can't, wasn't, didn't) may be placed at the beginning of the sentence (can't nobody do it; wasn't nothing wrong; didn't no dog bite him).

-s Suffixes

A. Possessive

1. With common nouns

- a. Where the 's possessive appears in Standard English, Black English indicates possessive by the order of the words (the boy hat/the boy's hat).

2. With personal names

- a. -s suffix used inappropriately with personal names (Jack's Johnson's car/Jack Johnson's car).

3. Mines

- a. The form mines for mine in the absolute possessive (This mines).

4. Undifferentiated pronouns

- a. Use of the Standard English nominative or accusative forms of personal pronouns for possession in attributive constructions (He book, him book, we book).

B. Plural

1. Absence of the plural suffix

- a. The -s (or -es) suffixes which mark most plurals in Standard English are absent sometimes in Black English (He took five book).
- b. The words, cent, movie, year don't take the -s plural.

2. Regular plurals

- a. Irregular nouns (2 foots, 2 deers).

3. Double plurals

- a. Where Standard English forms plurals irregularly,

Black English may add the -s suffix to the irregular plural (peoples, childrens, and mens).

Questions

- A. Inversion. In Black English spoken in the North, the inverted form of the question is used for both direct and indirect questions and the words if and whether are not used to form indirect yes-no questions (I want to know where did he go; where the white cat is).
- B. The absence of the preposed auxiliaries. He coming with us (deletion of is); Where you been (deletion of have); You understand (deletion of do).

Pronouns

- A. Pronominal apposition
 1. Pronouns are used in apposition to the noun subject of the sentence (My brother, he bigger than you).
 2. The objective or possessive pronoun is used in apposition as well (That girl named Wanda, I never did like her).
- B. Existential it. Where Standard English uses there in an existential or expletive function, Black English has it (It's a boy in my room name Robert).

LEXICON

Black English Idioms

In this review there are several terms that illustrate the multiplicity of dialectical speech or "way of talking" that is constantly employed in the Black Community schools. However, there is a very strong misconception that exists about the speech spoken by Blacks. This misconception is shared by writers who see "signifying, rapping, sounding," etc., as the only "way of talking" in Black English. Most of the literature in Black speech has been

developed in Phonology and Syntax but scarcely has any been recorded in Vocabulary, Idioms and Lexicon in general.

Therefore, the focus has been upon the "jive-talk" rather than upon the more serious verbal means of communication employed by Blacks. Such verbal behavior is indicated in "signifying," "rapping," "sounding," "shucking," "jiving," "playing the dozens," "marking," "loud-talk," "ranking," and "bad-mouthing."

In these forms of Black speech we find alternative means of communicating verbal messages which are symbolic of a particular group. Some of these expressions, according to David Dalby, are (7:45):

Black American expressions like "be with it," "do your thing," and "bad mouth" (to talk badly about someone) are word for word translations from phrases used widely in West African languages, including Mandingo.

Signifying may mean any one of the following acts:

1. A tactic employed in game activity.
2. Verbal dueling.
3. A method of encoding messages or meanings which involves in most cases an element of indirection.
4. An alternative form of message.
5. The natural inclination to talk about a subject and never quite come to the point.
6. To poke fun at or ridicule a person or a situation.
7. Speaking with the hands and eyes.

Koelman has observed that signifying and sounding are verbalized interchangeably in Chicago.

The direct taunts which Kochman has labeled as the formal features of signifying are referred to (when arousing emotion and direct intent is absent) as sounding or woofing.

Signifying is better known as the "way of talking" or verbal dueling. It is also a means of encoding messages or meanings which involve generally an element of indirection. Kochman says (13:26-34):

When the function of signifying is directive the tactic employed is indirection, i.e., the signifier reports or repeats what someone else has said about the listener; the "report" is couched in plausible language designed to compel belief and arouse feelings of anger and hostility. There is also the implication that if the listener fails to do anything about it--what has to be done is usually quite clear--his status will be seriously compromised . . . when the function of signifying is to arouse feelings of embarrassment, shame, frustration or futility, to diminish someone's status, the tactic employed is direct in the form a taunt . . .

Ranking is defined as publicly degrading the addressee or lowering his position.

Rapping, a popular term today, is defined by Kochman as:

. . . a fluent and lively way of talking characterized by a high degree of personal style. The purpose of rapping is to persuade someone to give you something or perform something in your behalf.

Loud-talk is to publicly focus undesired attention on the addressee by antagonizing him in a loud voice with a revealing statement. It is possible that the speaker may provoke the addressee permanently.

Marking (related to the Standard English word

mocking) is a common Black narrative tactic in the folk tale genre in accounts of actual events in the individuation of characters through the use of direct quotation. The person who is the marker relates not only what another person said but demonstrates the manner in which it was said in order to make implicit remarks about the speaker's personality, his background or his intent. The marker may attempt to replay a scene for his audience. He may venture to convey the implications of the speaker's remarks, to indicate whether or not the speaker was genuine or merely faking.

Contrived Speech (also known as "In-Talk") is the deliberate use of a new form or an established form of speech in a new or different sense not sanctioned by conventional standard usage.

These displaced forms of speech may appear when reference is made to money, food, clothing, drink, males and females, and innovates sociological phenomena.

It is interesting to note the low degree of mutual intelligibility that exists among groups. In the study below by Levin, Column I represented the forms of various terms as they are generally use, Column II the definition given at Georgetown University, and Column III the definition of the forms as they are currently used at Howard University.

	I	II	III
1.	together	joined	to be well formed
2.	taste (N)	preference	drink (alcohol)
3.	to grand on	to boast, show off	to excel, to put on a front
4.	phat	obese	very pretty, shapely, wonderful
5.	grit (N)	guts	food
6.	whipped	exhausted, beat	very ugly, beat
7.	dip (N)	a swim	a change
8.	hurt (N)	injury	trouble
9.	heavy	weighty	intelligent

In the inner city schools, we find signifying, sounding, rapping, marking, playing the dozens, loud-talk, ranking, shucking, running it down, and jiving used interchangeably by students.

These forms of language behavior have been continuously tested and successful results are enjoyed by those who make use of them. Persuasion, control and manipulation are some of the benefits derived from these norms that influence Black speech behavior. This constantly occurs in the inner-city school where Black students use every means of language behavior possible to survive both teachers and the administration. We find the function of these forms of language behavior as: the act of projecting personality; making

demands; or aggravating one's emotions to bring about a change in the addressee's behavior so that the addressee will usually concede to the addressor. The student, with an abundant reservoir of Black idioms at his command, is aware that his future status in school may be contingent upon his ability to "rap" with the school administrator when confronted.

Kochman concludes (14:162):

. . . by blending style and verbal power through rapping, sounding and running it down, the black in the ghetto establishes his personality; through shucking, gripping and copping a plea, he shows his respect for power; through jiving and signifying he stirs up excitement. With all of the above, he hopes to manipulate and control people and situations to give himself a winning edge.

A SHORT HISTORY OF THE STUDY OF BLACK ENGLISH

There is a common misconception that research in Black English began in the sixties. It is true that a great surge in research and documentation of Black English arose in the early sixties but even before the 1920's researchers were reporting on the language of Black people. Generally, noted historians, sociologists, historians, etc., conducted research on Black children. This was always done from a perspective of pathology. Orlando Taylor (25:90) cites that:

Typically, the language was described as being somewhat "savage-like." Indeed, from these readings one would get the impression that when blacks got off the boats in places like Charleston and Savannah, their greatest

level of linguistic maturity was something akin to that of the brothers in the Tarzan movies. If you will recall these movies from the 1930's and 40's, you will remember that the blacks always spoke some sort of mumbo-jumbo.

Thus, a negative view of African language and culture was projected. This created an extremely difficult problem for Africans who, during that period, were faced with the challenge of acquiring a civilized culture when they began to socialize with Whites in the New World. Taylor points out that this view is a traditional view that has become institutionalized into the fabric of the early history of this country. For example:

1. Black people were treated as property under the early Constitution--not people.
2. Later, they were treated as compromise people (3/5 of a person); examples of this appeared in early movies such as "Birth of a Nation."
3. The general picture projected was that Blacks were less than human (25:90).

When we consider that language (in a sense) represents the highest form of human behavior we can understand why this language was viewed as savage and inhuman when the Black people who spoke it were looked upon in this manner.

In the 1920's some important events took place:

1. Linguists began to take an interest in various regional dialects of English and many of the American Indian languages.
2. There was a wide consensus of agreement that Blacks spoke a version of Southern White English.
3. The language of Black people was at least looked upon as being legitimate.

The question in consideration was if the contemporary language usage is related to the history of a people, in order to claim that the people have no African origins in their language you must first claim that they have no language in Africa. In the latter part of the 1930's Lorenzo Turner reported African similarities in phonology, morphology, and lexicon among the Gullah people of the South Islands off the South Carolina and Georgia coasts. He discounted the claim that the language of Black people was an extension of Southern White speech.

In the early 1940's Melville Herskovits, a noted anthropologist from Northwestern University, wrote a book called The Myth of the Negro Past. He used portions of Turner's works plus other scholars in the areas of art, literature, religion, family structure, etc. This book arrested the myth that Black people had no culture in Africa and that remnants of that culture did not survive in the New World. He found the Africans had a rich culture which they brought to the New World.

Taylor observed an interesting practice of the 1940's:

. . . it was considered racist to suggest that blacks came from an African culture, since it implied that they were different from whites. After all, racial differences had always been used to justify racial segregation in the United States.

In the 1950's came still another view (25:92)

"Let's deny black-white language differences." After all, this was the beginning of the integration era, which claimed that "we are all alike." In fact, many people would "compliment" Blacks by telling them such things as, "I can't tell you are a black person," "you are just like me," "I don't really think about color," etc. Notice, of course, that these "compliments" always implicitly asserted that blacks are as good as whites, and not that whites are as good as blacks.

In the 1960's some important events came forth which affected how the language spoken by Blacks was viewed (25:92)

1. President Kennedy launched his famous "War on Poverty."
2. The Office of Economic Opportunity was established.
3. The education of poor people became important with millions from the O.E.O.
4. Sit-ins began in Greensboro, North Carolina, Freedom Rides, bus boycotts, demonstrations, etc., began to form.
5. Major pieces of Civil Rights Legislation took place in housing and employment.
6. Blacks were given the right to decent housing and jobs for the first time.
7. Real Estate brokers and employers reacted with the "Blacks aren't ready" myth.

Based on these increased interests, more research grants, more research and an explosion of courses in the majors of urban language behavior and problems, the Center for Applied Linguistics started a social linguistics program, Georgetown University started a doctorate program, and Federal City College started a Masters' program.

RELATIONSHIP OF BLACK ENGLISH TO WEST AFRICAN LANGUAGE

Before venturing to the present day problems of

Black English, let us first examine its history. Its history is as unique, complex, and important as any that has ever existed in the span of mankind. Taylor points out (26:33):

For many years, black people believed the white myth that black behavior was inferior and represented nothing more than poor acquisition of a white behavioral model. The myth is presently being discarded. As a result of the recent drive toward Identity, increased emphasis has been placed on such things as natural hairdos, African dress, African culture and African--Afro-American languages.

Another reason why the study of Black English is important relates to the education of Black children. Many persons (e.g. Kozol, 1967), both black and white, have charged that American education has failed to meet the needs of black children. This argument is related, in part, to the fact that black children have been historically "educated" in terms of the needs, aspirations, life-styles, and language of white children. This policy needs to be re-evaluated to determine its legitimacy. If it is not legitimate, new education philosophies and practices must be developed.

The effectiveness of education in any culture is dependent on the presentation of knowledge in a linguistic form which is both understandable and natural for the student. If one accepts this thesis, it can then be asserted that black children are placed in a negative situation, both psychologically and educationally, when the school experience is organized around an unfamiliar and unnatural linguistic form. In fact, several scholars (e.g. Stewart, 1969; Baratz, 1969b; Englemann, 1968; Wolfram and Fasold, 1969) are arguing that Black English should become an important and accepted part of the black child's educational experience.

A complete understanding of contemporary Black English requires some knowledge of its development. In making the historical case, it should be recalled that Americans are often prone to overlook history. This oversight is unfortunate, especially for black people, because it has led to general ignorance about the language black people use.

Dalby, another linguist, takes a strong position in tracing the origin of Black English to West Africa (7:45):

Forced immigration from Africa began in 1619, a year

before the Mayflower, and continued for almost 250 years, the last Americans of African birth being still alive in the twentieth century.

The myth of white supremacy has for long prevented America from acknowledging its African heritage, but the time has come for American schoolchildren, both white and black, to study the African, as well as the European, contribution to the language and culture of their nation.

They need to look closely at the western half of Africa, from where over 10 per cent of Americans trace their ancestry, and especially at the history and culture of the great medieval empire of Mali. The language of this empire, Mandingo, is still spoken through much of West Africa and was spoken, either as a first or second language, by a substantial number of African immigrants to the United States: not surprisingly, the influence of Mandingo can be clearly traced in the development of the American language.

Like other forms of English, Black English has endured the influence of other languages such as French, Dutch, and Portuguese. Let us first retreat for centuries to the period of time on the West Coast of Africa when the natives there were speaking hundreds of languages before the influx of the invading European traders. Let us look at these languages spoken by the tribes. They were complex and well-developed having such features as grammar, rules of pronunciation, and vocabulary. Though these languages were numerous, they had a number of similarities such as their phonology and their syntax. Nonetheless, we find differences among these languages being purely lexical. When the occasion arose for people from one region to communicate with people of another region, it was customary for them to select the vocabulary from only one of the two regions involved. This system was known as pidginization.

This "pidginization" and "creolization" was to prove useful in the sixteenth and seventeenth centuries.

At this point, the terms pidginization and creolization should be defined. Pidginization is the process of adapting one language to another. This process typically occurs when a common language is needed for trade purposes. Pidginization is usually carried out by speakers of non-dominant cultural groups who are in direct contact with a dominant group which speaks another language. At the outset of its development, a pidgin is usually very informal, consisting primarily of sentences of "simplified," but regular, syntax and numerous gestures. The vocabulary in these utterances is usually selected from the dominant language, but the syntax and phonology are heavily influenced by the non-dominant language. If a pidgin language becomes the native language of a group of speakers, it is said to be creolized. Creole languages usually reflect significantly more syntactic complexity than pidgin languages. (Taylor, 26:20)

Taylor (1969) and Dalby (1971) claim that the African phase of the development of Black English began in the sixteenth century when the West Coast of Africa was first opened for trade, and Portugal was the first major European country to send seagoing vessels to West Africa. It was easier for the Africans to learn the language spoken by the Portuguese than for the Portuguese to even attempt to find some common means of communicating with the hundreds of languages spoken by the Africans. Portuguese was drafted as the first trading language on Africa's West Coast. However, the Blacks did not speak the same Portuguese as that which was spoken in Portugal. Dalby (1969) reports that Black Portuguese probably came to the New World in the early 16th century when captive African workers first arrived in Spanish and Portuguese colonies. The Africans

quickly proceeded to simplify the more complex grammatical rules of the Portuguese by merely regularizing them. Thus, when these Portuguese-African speakers were eventually shipped to America, with them came this new Black Portuguese or Portuguese Creole tongue which spread rapidly.

From the 1630's to the 1640's the Portuguese suffered an ousting from their bases both in the New World and in Africa by the Dutch. This invasion inflicted a strong Dutch influence on Black Portuguese, mainly in the area of vocabulary. Black Dutch has survived in the New World in the Virgin Islands and constituted a major element in the development of Afrikaans in South Africa. This latter fact is vigorously denied by South African scholars who reflect the racist character of the apartheid political regime of the country. Thus, another European language was cast into an African phonological and syntactic mold.

France was beginning to establish power in Africa and the New World during the same period the Dutch were replacing the Portuguese. The French became very active in the slave market when the sugar plantations of the New World mushroomed to great numbers. Unlike the Dutch, the French made minimal use of Black Portuguese, and a form of Black French emerged on both sides of the Atlantic. This Black French still survives in the state of Louisiana, French Guiana, Trinidad, Martinique, Haiti and Mauritius, Reunion, and Seychelles Island off the East coast of Africa. They

are similar though these lands exist a half world apart in distance. Dalby states that there is similarity among contemporary versions of Black French. Such examples offer strong support to the idea that Black linguistic forms in the New World have a relationship to African linguistic history and development.

Black English originated on Africa's West Coast. It was established as the English gained power in the Atlantic waters in the sixteen hundreds. Black English was probably facilitated by creolizations of other African and European languages, especially Black Portuguese. Unlike Black Portuguese, however, Black English was widely established in the New World, probably because of the very close contact between the white English-speaking slave-masters and the Black slaves. Even today, the most distinctive forms of Black English still survive in Jamaica, Guyana (South America) and in the Coastal areas of Georgia and South Carolina. This form is called Gullah, and the speakers of this dialect are called a variety of names such as the "Geichis" of South Carolina or the "Nassaus" of Georgia. The language spoken on the island of Jamaica today is called Jamaican Creole (1:2):

The speakers of Jamaican Creole are for the most part descendants of the African slaves who were brought to the island in the seventeenth, eighteenth and early nineteenth centuries. There are besides, however, numbers of East Indians, Chinese, Syrians, and others who later came to the island either as coolies to work on

the sugar estates, or as regular immigrants. In the light of the fluid linguistic situation described above, it is difficult to estimate the exact numbers of Creole speakers. There is a hard core--the unschooled, ranging from preschool children to the elderly, with the concentration at either end of the scale--living in isolated villages removed from the centres of culture . . . but if we take into consideration the fact that every native-born Jamaican understands (and, when he chooses, speaks) some form of Creole, an estimate of a million speakers would not be extravagant, though one should bear in mind that for a fairly large number of these (professionals, civil servants, teachers, preachers, etc.) a Jamaican version of Standard English and not the Creole is the dominant language.

Black English has endured changes from its original form. These changes were of great necessity in the face of the pressures placed upon it by the educational and economic systems. In facilitating these changes, Black English has been able to survive, and we still see many remnants of English Creole spoken on the West Coast of Africa still a part of many Black Americans' speech. Before reviewing the survival of this ever-changing language, let us look at the position Black English holds in our American society.

Black English in the United States has not been awarded the autonomy which structuralism has so freely granted to the exotic languages and dialects throughout the world. It has instead suffered the abuse of being labeled a "sloppy," illogical and "lazy" speech pattern of the American Black and has been systematically joined with other stigmatized characteristics of the Black Man in the United States such as black skin, woolly hair, flat nose, thick lips, etc. to serve as a convincing device for teachers,

businessmen, and the balance of society to perpetuate the worthlessness of Black people.

There are differences of opinion as to the route taken by Black English from Africa. Lorenzo Turner argues that it was not possible that slaves shipped to the United States had previously lived in the West Indies (29:1):

It is not true that most of the slaves who came to South Carolina and Georgia had previously lived in the British West Indies, where they learned English and were seasoned or otherwise fitted for plantation life, or that after reaching the Gullah region they were so distributed that any Africanism which might previously have been observed in their speech soon disappeared. On the contrary, reliable documents reveal that a large majority of the slaves came directly from Africa to Charleston and other southern ports. In many instances, slave-traders did not care to purchase slaves from the West Indies because taxes on them were prohibitive; and, in addition, they were thought to be instigators of slave revolts. In 1768 Georgia placed a duty on incoming Negroes who had more than six months in any of the West India or Continental colonies, and in 1803 the legislature of South Carolina passed an act prohibiting the importation of all Negroes from the West Indies.

William A. Stewart shares the belief expressed by Turner (21:82):

One possible explanation why this kind of pidginized English was so widespread in the New World, with widely separated varieties resembling each other in many ways, is that it did not originate in the New World as isolated and accidentally similar instances of random pidginization, but rather originated as a lingua franca in the trade centers and slave factories on the West African coast. It is likely that at least some Africans already knew this pidgin English when they came to the New World, and that the common colonial policy of mixing slaves of various tribal origins forced its rapid adoption as a plantation lingua franca.

David Dalby further supports this view (8:99):

As in the case of Black Portuguese and Black French, there is every reason to suppose that Black English had its origins on the West African coast. . . . Comments and fragments recorded by travelers to West Africa from the early eighteenth century indicate that the English spoken there was indeed 'Black' English, and by the end of the eighteenth century the language appears to have been spoken at a variety of points along the coast, from the Gambia to the Bight of Biafra.

Taylor asserts that Black English could have come directly from Africa or indirectly by way of Jamaica (26:37):

Black English was brought to the United States from Africa or Jamaica (the main way station for slave transportation from Africa to the New World), either by the original slaves or by those who followed during the next three and a half centuries.

THE DIALECTOLOGIST VIEW OF BLACK ENGLISH

There is a group of linguists who believe, in effect, that Black speech is nothing more than an extension of Southern Regional speech. This group is classified as dialectologists. Wolfram (31:149) cites them as being the first to consider the possibility of Black-White speech differences. He states that, "on the whole, their treatment of such a possibility was to reject it." Kurath, for instance, has stated that the Southern Black speaks the language of the White man. McDavid and Virginia McDavid (20:149) share this view, as do Williamson and Sledd. McDavid and McDavid said:

First, the overwhelming bulk of the material of American Negro speech--in vocabulary as well as in grammar and phonology--is, as one would expect, borrowed from the speech of the white groups with which Negroes come in contact. Sometimes these contacts have been

such that Negroes simply speak the local variety of standard English. It is also likely that many relic forms from English dialects are better preserved in the speech of some American Negro groups than in American white speech. . . . After all, the preservation of relic forms is made possible by geographical and cultural isolation.

Williamson, a former McDavid student, affirms (29:173):

The features discussed above are neither black nor white, but American. Some, like the wh question which has no auxiliary may be found in the speech of people everywhere. Some like "I'ma" are Standard Southern English. Others are Non-Standard Southern.

Sledd shares the views of Williamson and McDavid (22:441):

The best of existing descriptions of what is called Black English are only fragments, sketches of bits and pieces which have caught the eye of Northern linguists unfamiliar with Southern speech.

Sledd, consequently, is pointing out that those who favor the belief that Black English is a West African derivative have not carefully investigated the dialects spoken by Southern Whites.

McDavid believes that parts of Black Speech are somewhat antiquated forms resulting from an up-dating of Black educational opportunities. However, McDavid feels that when and if Blacks are fortunate enough to receive formal training, they would speak the language of educated (?) Southern Whites. At present, McDavid feels, Black English is nothing more than the dialect of the uneducated Southern Whites.

Williamson has sought to define the linguistic features of Black English as being synonymous with Southern White speech. Sledd has offered support to McDavid and Williamson.

The linguists who follow the belief that Black speech is a direct derivative of West African speech have given the strongest possible opposition to the theory of the dialectologists. Taylor (1969), Dillard (1968), Stewart (1967, 1968), Dalby (1970), Bailey (1965, 1968) and Turner (whose research in this area of Black English dates back to 1930) have been the main supporters of this opposition. Dalby sees some of the White speech patterns in the South as having adopted a Black form of construction.

RELATIONSHIP BETWEEN THIS PILOT STUDY AND PREVIOUS WORK

In this chapter, it was important to define and discuss the linguistic features of Black English that pertain to the school administrators' comprehension of a select list of lexical terms. Nevertheless, in order to provide a better understanding of lexicon, it was important to briefly mention its linguistic counterparts.

When we begin to view objectively the theories of the historical development of Black English as a West African derivative and the dialectologists' theories, we no longer see it as a sloppy dialect but see it as an organized one.

From this review of research on Black English, it can be concluded that:

1. No matter whether one takes a creolist or dialectologist view, Black English is a legitimate linguistic system.
2. Because of its difference from Standard American English, the speaking of Black English by Black American school can be a source of a communication and educational breakdown in schools if it is misunderstood by teachers and administrators.
3. Teachers, in measurable numbers, have been shown to be sufficiently unaware of the linguistic features of Black English to render a breakdown of student-teacher communication.
4. There is virtually no data on the comprehension of Black English by the school administrator--a key member of the educational team.

CHAPTER III

RESEARCH DESIGN

INTRODUCTION

As stated, Black English is the dialect that is spoken in the Black communities of this nation by students, parents, and other members of the community. The present study was designed to investigate and measure selected public school administrator's interpretations of simple terms taken from Black English vocabulary lists.

The instrument designed for the study and the methods employed to administer it are discussed below. The process of selecting and involving the participants will be explained and data analysis will be viewed in light of its function in summarizing the findings of the survey.

PARTICIPANTS

The Black Language Achievement Test survey test was administered to 52 public school administrators. Five survey tests were administered in Monroe, Louisiana, by Dr. Prentiss Love of Grambling College, and the remaining 47 interviews by the researcher in the following school districts:

Philadelphia, Pennsylvania	9 administrators
Amherst, Massachusetts	5 administrators

Paterson, New Jersey	10 administrators
Pasadena, California	15 administrators
San Jose, California	8 administrators

Selection of Participants

The selection of participants was based on the following:

1. Former Administrative Acquaintances of this Researcher.--Former administrative acquaintances were participants who had been affiliated with the researcher in earlier teaching experiences. It was mainly through them that the researcher was successful in obtaining referrals to those other respective administrators in districts who would cooperate.

Former acquaintances were located in the following districts:

Philadelphia	5
Pasadena	7
Paterson	1
Amherst	1

2. Referrals from other Administrators.--In one case, a verbal commitment was made to insure the researcher that other administrators would cooperate. One administrator set definite appointments by telephone to other administrators specifying a definite time for each interview.

Another administrator wrote a letter of introduction that would admit the researcher to each school for the interviews.

Referrals from other administrators were as follows:

San Jose	7
Amherst	4
Paterson	9

3. On-the-spot Introductions by Former Co-Workers of this Researcher.--In another school district a staff member from the school headquarters accompanied the researcher to each school, introducing him to each administrator before the interview. This assured the researcher of entrance to the school and an interview with the administrator.

On-the-spot introductions were made at:

Philadelphia	4
Pasadena	8
San Jose	1

4. Second Party Interviews.--The second party interviews were conducted and taped for validity in the presence of and by the second party researcher. The second party involved in this pilot study is Dr. Prentiss Love, Grambling College, Grambling, Louisiana. Dr. Love administered the survey test to 5 participants in Monroe, Louisiana. Dr. Love selected the 5 participants who were

personal acquaintances as well as local administrators.

Second party interviews were held in the following district:

Monroe 5

Rejection

There were two school districts who rejected the researcher. These districts were New York City and Worcester, Massachusetts. The former rejected the researcher by telephone and the latter rejected the researcher by letter.

ADMINISTRATION OF THE INSTRUMENT

The research instrument used in this study was designed and personally administered by the researcher (with the exception of 5 interviews). The research instrument was administered to school administrators in 6 different school districts during the following periods of time:

Philadelphia	October 28, 1971
Amherst	November 8, 1971
Paterson	November 12, 1971
Pasadena	November 24, 1971
San Jose	December 1, 1971
Monroe	December 8, 1971

The instrument consists of five brief paragraphs. Each paragraph simulates incidents that might occur in the inner city school community. In each paragraph, four underlined words or terms are numbered. The main body of

each paragraph is written in Standard English, but the underlined words appear in Black English terms as a substitution for the Standard English terms that would be used normally.

Criteria for the Selection of Words and Terms

1. The selected terms depict Black Non-Standard English usage heard within the environment of the schools selected for the study.
2. The selected terms are not unique to a specific region of the United States.
3. Each Black English term in the study has a Standard English synonym.

Data Sources of the Instrument

Three primary data sources were utilized to provide the content of this instrument: the experiences of this researcher as a resident of various Black communities in this nation; a survey of relevant literature; and the lengthy teaching experience of the researcher in ghetto schools.

Experiences of the researcher as a resident of Black communities: This source of data for the research instrument has been a personal and social experience of the researcher for the main portion of his life in the various communities in which he lived and the public schools he attended.

Survey of literature: This particular source of data for the instrument was a survey of literature as it

pertained to this study. The researcher surveyed newspaper and magazine articles, dictionaries, and books that specifically dealt with the topics related to Black English vocabulary words and idiomatic expressions.

The lengthy teaching experience of the researcher in ghetto schools: The researcher's 12 years of employment as a teacher of grade levels ranging from 3rd to 12th has been another source of data for the research instrument. The researcher taught English as one of the principal subject disciplines during this period. These experiences were utilized with the survey of literature and his personal and social experiences to create true-to-life experiences that comprise the survey instrument.

The survey instrument utilized is reproduced below in its entirety.

WORD ANALYSIS

1. Dude Is defined simple as a male (17:72). Past definitions have been "well-dressed male," an over-dressed man (perhaps related to or from "duds"--clothes); a man from the East or a city man vacationing in the country on a ranch; a well-dressed dapper ladies' man, and a bus tourist of either sex.
2. Vines Clothes (19:120) (also known as "tweed").
3. Snort To sniff or inhale drugs through the nostrils. Past definition--a drink of alcohol.
4. The Whole Hog Completely (19:369).

BLACK LANGUAGE ACHIEVEMENT SURVEY TEST - (BLAST)

Directions: Read each of the brief statements and write a synonym for each of the underlined-numbered words.

CODE# _____

PARAGRAPH #1

A student went down-¹town after school yesterday with a 'dude¹' to shop for 'vines².' After window-shopping for an hour and a half, the dude said, "I'm wasted, let's stop and dig a 'snort³.' After it's over we can shop 'the whole hog⁴.'" "

1. _____
2. _____
3. _____
4. _____

Score

PARAGRAPH #2

On Christmas, Beverly got some 'rags⁵' that she had always wanted. The previous Christmas had been a 'bad scene⁶' for her because her 'ole man⁷' didn't have his 'stuff⁸' together.

5. _____
6. _____
7. _____
8. _____

Score

PARAGRAPH #3

Tom came to school late and explained his tardiness to the counselor. Tom had been 'ripped-off⁹' the night before while he was 'airing-out¹⁰' with his 'queen¹¹.' On his way to school he reported the mishap to 'the man¹².'

9. _____
10. _____
11. _____
12. _____

Score

BLACK LANGUAGE ACHIEVEMENT SURVEY TEST - (BLAST)PARAGRAPH #4

CODE# _____

Edith was a '¹³phat' girl in the twelfth grade. She was leaving school on Wednesday when she recognized a '¹⁴pig' in a '¹⁵hog.' She wondered why he was there until she spied the neighborhood hustler who appeared to be on the verge of '¹⁶doing-his-thing.'

13. _____
 14. _____
 15. _____
 16. _____

 Score

PARAGRAPH #5

A principal summoned Edward to inquire about the student's sister, Alice. Edward sadly reported that Alice was '¹⁷away.' The principal asked for the circumstances involved in this mishap and Edward said that Alice was a little '¹⁸funked-out' while she was sitting in a local coffee shop. When a fuzz noticed her and approached to question her, she '¹⁹ripped-on' him. Finally and unfortunately, an '²⁰o.z.' that she had been hiding in her blouse sleeve dropped on the table.

17. _____
 18. _____
 19. _____
 20. _____

Note: Each of the 20 terms is worth 1 point if partly correct and 2 points if correct.
 The highest possible score is 40.

ALL NAMES WILL RECEIVE A CODE NUMBER

 Name

 School

 Total Score

 Date

5. Rags Clothes (28:265).
6. Bad scene An unfortunate situation.
7. Ole Man Boyfriend. Past definitions have been father and husband.
8. Stuff (28:335) In this particular paragraph, this word simply means money or finances (funds).
9. Ripped-off Robbed (17:161).
10. Airing-out Walking or strolling (19:19).
11. Queen Male homosexual (19:95). Past definitions have been girlfriend or sweetheart.
12. The Man In this particular paragraph, it means the police (19:80). "The Man" generally encompasses "the Establishment."
13. Phat P-pretty; H-hips; A-ass; T-thigh (pronounced "fat") simply means shapely or curvaceous (pertaining to a woman's body).
14. Pig Policeman, cop, police officer (19:91).
15. Hog Cadillac automobile (has been classified by a motor magazine as a "road hog" because of its heavy consumption of oil and gasoline).
16. Doing-his-thing In this particular paragraph, it simply refers to the hustler's routine "conning" or selling goods illegally.
17. Away Simply means in jail (19:7).
18. Funked-out It means that a person is under the influence of drugs; often referred to as being "high" on drugs (17:84).
19. Ripped-on Rebuked.
20. O.Z. An ounce of marijuana (19:88).

PROCEDURES

In this study, the researcher focused upon the administrator because he is in a position to make important decisions about the methodology which will eventually be employed by teachers to meet the needs of the students.

Format of the Interview

The researcher discovered after each introduction that the greater task was motivating the participant to sacrifice the ten minutes needed from his heavy schedule to take the Black Language Achievement Survey Test. It was usually accomplished in the following stages:

Focusing the administrator's attention on the survey test: The task of an inner city school administrator is an arduous one. To request an administrator to become a participant in a pilot survey test is not always as simple as it may appear. Most of the interviews were conducted by the researcher in out-of-state school districts and there was a tendency among most of the administrators to initially question the researcher about the institution he was currently attending. Therefore, the researcher had to be direct at the outset to focus as quickly as possible on the survey test.

Instilling in the administrator the importance of measuring his comprehension of Black English: Once the participant's direction was focused on the survey test, the

researcher's next task was to stress the importance of measuring his comprehension of Black English. The time element behooved the researcher to work quickly, express himself clearly and convincingly. In all of the interviews (except one) the participants welcomed this possibility.

Stimulating within the participant a desire to take the test: Sequentially, it was usually easy to stimulate a desire to take the test when the administrator was either an old acquaintance or one who had been introduced to the researcher by a former co-worker. However, in the cases where the researcher was referred to the administrators by another administrator, the researcher was faced with the duty of pointing out the qualities of this instrument which in itself was an avenue to successfully indulge the prospective participant.

Assuring the participant that to measure his comprehension in the test is a positive awakening of a possible communication. With the exception of 2 administrators, all of the administrators expressed their ignorance of Black English. Two of the administrators felt that they had a working knowledge of Black English while a third felt that, "Students, especially Black and other minorities, should not be permitted to speak anything other than Standard English in school" and he was reluctant to participate. The balance of the administrators expressed a desire for a tool that could be used to help close this existing communication

gap.

The participant was instructed to read each paragraph and translate each Black English term into a Standard English synonym and place this synonym in the right-hand margin where corresponding numbers and spaces have been provided for this purpose. The twenty Black English words and terms were taken from the vocabulary of the disadvantaged student who speaks a non-standard dialect. This dialect differs somewhat in vocabulary, grammar and phonology from that of the student who speaks the Standard English dialect (or the standard dialect of English).

Data Collection

Data collection was conducted with each school administrator at the six school districts in the following manner:

An interview schedule for each school district was developed by the researcher ranging from October 28 to December 1, 1971. The researcher made a verbal explanation of the survey test, gave a copy to the participant and briefly reviewed it. The researcher reviewed the instructions for the instrument. The participant was instructed to complete the test at his own speed while the researcher was available to answer any questions orally. In order to have a permanent and verifiable record, the researcher recorded all interviews on a cassette tape recorder.

Following the completion of the test, the researcher reviewed the test answers by completely reading each paragraph and including the correct synonyms. This portion of the instrument was also recorded on tape. The instrument was collected by the researcher.

The time consumed by the participants during the test ranged from 12 minutes for the slower participants to 8 minutes for the faster ones. The average time for the test was 10 minutes and the entire interview averaged 20 minutes.

After the data was analyzed, it was formulated into tables which will be interpreted in the next chapter.

Scoring and Data Analysis

Organizing the Data to test the Hypotheses.---There were, originally, three possible scores that a participant could attain in answering each word:

2 for correct

1 for partly correct

0 for incorrect

The Chi Square program was employed to test the research hypotheses. Because of the requirements of the program, it was necessary to eliminate the partly correct category and transfer the data in that column to the incorrect column. This process of collapsing the categories left the two categories with which to apply the Chi Square analysis.

The Chi Square test was applied in such a way as to determine the significance of differences obtained:

1. Between Black and White school administrators.
2. Among school administrators within a school district.
3. Among school administrators in various school districts.

Analysis by Categories

An analysis was made of every category to determine any apparent differences in comprehension.

This chapter contained a discussion of the process of selection and involvement of participants; the introduction of the instrument and methods of procedure employed in the administration of it. The data analysis and method of scoring were also discussed.

CHAPTER IV

ANALYSIS OF THE RESULTS

INTRODUCTION

In this chapter the data collected in the sample will be analyzed and interpreted in light of the following hypotheses:

1. Inner city school administrators do not have available a working comprehension of Black English for use in communicating with Black students and parents of the school community. Comprehension is defined as recognizing at least 70 per cent of the selected Black English terms.
2. There is no difference between Black and White administrators with regard to their comprehension of Black English used in inner-city environments.
3. There are no regional differences among inner-city administrators with regard to their comprehension of Black English used in their respective inner-city environments.

The data will be organized to interpret the following charts:

1. Percentage of responses correct.
2. Mean score and range of responses correct.
3. Chi Square analysis.
4. Rank Listing of nouns comprehended correctly.
5. Rank Listing of idioms comprehended correctly.

Each of these charts (except the nouns and idioms) will be interpreted in the following categories:

1. All subjects.
2. By Black and White administrators.
3. By district.

Originally, there were 52 administrators in the sample. There were 2 Spanish surname participants who were deleted from the study because their background was not compatible with the experimental conditions that were set forth. This left a remainder of 50 participants. The pilot test originally had a score of 2 for a correct answer, 1 for a partially correct answer, and 0 for an incorrect answer. In order to effectively employ the Chi-Square Analysis, it became imperative to collapse the 1 column into the zero column and change the score of 2 to the score of 1.

THE DATA

Percentage of Responses Correct

The three tables provided in this section of the chapter contain data pertaining to:

1. The percentage of terms correctly identified from all the participating administrators (Table 1).
2. From the Black and White administrators (Tables 2a, 2b).
3. From each school district (Tables 3a, 3b, 3c, 3d, 3e, 3f).

Unusual Features of Tables 1, 2a and 2b

Two of the terms that applied to drugs ("O.Z." and "snort") were only understood by one of the participants. Of the 2 terms that meant clothes, "rags" was comprehended

TABLE 1
PERCENTAGE OF RESPONSES CORRECT - ALL SUBJECTS

Rank	Term	Number Correct	Percentage
1.	rags	50	100
2.	bad scene	40	80
3.	pig	37	74
4.	stuff	35	70
5.	vines	33	66
6.	the whole hog	28	56
7.	the man	28	56
8.	away	28	56
9.	dude	26	52
10.	doing his thing	24	48
11.	funked-out	22	44
12.	ripped-off	11	22
13.	ripped on him	9	18
14.	ole man	9	18
15.	hog	8	16
16.	airing-out	7	14
17.	phat	3	6
18.	queen	2	4
19.	snort	1	2
20.	O.Z.	1	2

Mean Percentage -- 40.2

Standard Deviation of the Percentage -- 29.74

Range of the Percentage -- 2 to 100.

TABLE 2a
 PERCENTAGE OF RESPONSES CORRECT
 BLACK ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	rags	20	100
2.	stuff	16	80
3.	bad scene	15	75
4.	vines	14	70
5.	dude	13	65
6.	the man	13	65
7.	pig	13	65
8.	the whole hog	13	65
9.	away	10	50
10.	funked-out	8	40
11.	hog	7	35
12.	doing his thing	7	35
13.	ripped on him	7	35
14.	airing-out	6	30
15.	ripped-off	4	20
16.	ole man	4	20
17.	queen	1	5
18.	phat	1	5
19.	O.Z.	1	5
20.	snort	0	0

Mean Percentage -- 43.25

Standard Deviation of the Percentage -- 24.24

Range of the Percentage -- 0 to 100.

TABLE 2b
 PERCENTAGE OF RESPONSES CORRECT
 WHITE ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	rags	30	100
2.	bad scene	25	83.3
3.	pig	24	80
4.	vines	19	63.3
5.	stuff	19	63.3
6.	away	18	60
7.	doing his thing	17	56.7
8.	the whole hog	15	50
9.	the man	15	50
10.	funked-out	14	46.7
11.	dude	13	43.3
12.	ripped on him	11	36.7
13.	ripped-off	7	23.3
14.	ole man	5	16.7
15.	phat	2	6.7
16.	snort	1	3.3
17.	airing-out	1	3.3
18.	queen	1	3.3
19.	hog	1	3.3
20.	O.Z.	0	0

Mean Percentage -- 39.66

Standard Deviation of the Percentage -- 51.03

Range of the Percentage -- 0 to 100.

by every administrator while "vines" was comprehended by only 33 administrators. Four of the 20 terms in the instrument were interpreted at or above the comprehension level of .70: "rags," "bad scene," "pig," and "stuff"; all the other terms fell below this criterion mark. Thus, the samples used in this study missed the point of the bulk of the 20 terms offered.

Table 2a indicated that Black administrators surpassed the .70 comprehension level for only four terms: "rags," "stuff," "bad scene," and "vines." None of the Black administrators comprehend the term "snort."

Similarly, Table 2b indicated that the White administrators surpassed the .70 comprehension level for only "rags," "bad scene" and "pig"; none of them comprehended the term "O.Z."

Unusual Features of Tables 3a, 3b, 3c, 3d, 3e, and 3f

Philadelphia administrators comprehended the following eight terms: "dude," "vines," "the whole hog," "rags," "bad scene," "stuff," "the man," and "pig"; but none could comprehend "snort" or "O.Z." Amherst comprehended "vines," "rags," "bad scene," "stuff," "pig," "doing his thing," and "away," but all missed the terms "snort," "ole man," "ripped off," "airing-out," "queen," "phat," "hog," and "O.Z." Paterson had comprehension of "rags," "bad scene," and "stuff" while none of them comprehended

TABLE 3a
PERCENTAGE OF RESPONSES CORRECT - PHILADELPHIA

Rank	Term	Number Correct	Percentage
1.	rags	9	100
2.	bad scene	9	100
3.	vines	8	88.9
4.	snort	8	88.9
5.	the man	8	88.9
6.	dude	7	77.8
7.	the whole hog	7	77.8
8.	stuff	7	77.8
9.	pig	7	77.8
10.	away	6	66.7
11.	airing-out	5	55.6
12.	Ripped on him	5	55.6
13.	funked-out	4	44.4
14.	ole man	3	33.3
15.	doing his thing	3	33.3
16.	hog	2	22.2
17.	ripped-off	1	11.1
18.	queen	1	11.1
19.	phat	1	11.1
20.	O.Z.	0	00.0

Mean Percentage -- 56.11

Standard Deviation of the Percentage -- 28.74

Range of the Percentage -- 0 to 100.

TABLE 3b
PERCENTAGE OF RESPONSES CORRECT - AMHERST

Rank	Term	Number Correct	Percentage
1.	rags	5	100
2.	bad scene	5	100
3.	away	5	100
4.	vines	4	80
5.	stuff	4	80
6.	pig	4	80
7.	doing his thing	4	80
8.	ripped on him	2	40
9.	funked-out	2	40
10.	the man	2	40
11.	the whole hog	2	40
12.	dude	2	40
13.	snort	0	0
14.	ole man	0	0
15.	ripped-off	0	0
16.	airing-out	0	0
17.	queen	0	0
18.	phat	0	0
19.	hog	0	0
20.	O.Z.	0	0

Mean Percentage -- 41

Standard Deviation of the Percentage -- 30.26

Range of the Percentage -- 0 to 100.

TABLE 3c
 PERCENTAGE OF RESPONSES CORRECT - PATERSON

Rank	Term	Number Correct	Percentage
1.	rags	10	100
2.	bad scene	9	90
3.	stuff	7	70
4.	vines	6	60
5.	the man	6	60
6.	dude	5	50
7.	doing his thing	5	50
8.	hog	4	40
9.	pig	4	40
10.	the whole hog	4	40
11.	ripped on him	3	30
12.	funked-out	3	30
13.	away	3	30
14.	ole man	2	20
15.	snort	1	10
16.	ripped-off	1	10
17.	O.Z.	1	10
18.	airing-out	1	10
19.	queen	0	0
20.	phat	0	0

Mean Percentage -- 37.5

Standard Deviation of the Percentage -- 26.01

Range of the Percentage -- 0 to 100.

TABLE 3d
PERCENTAGE OF RESPONSES CORRECT - PASADENA

Rank	Term	Number Correct	Percentage
1.	raggs	13	100
2.	pig	11	84
3.	stuff	9	69
4.	bad scene	9	69
5.	vines	8	61
6.	away	8	61
7.	the whole hog	7	53
8.	the man	7	53
9.	funked-out	7	53
10.	ripped-off	6	46
11.	dude	5	38
12.	ripped on him	5	38
13.	doing his thing	3	23
14.	ole man	2	15
15.	airing-out	1	7
16.	queen	1	7
17.	the man	1	7
18.	snort	0	0
19.	hog	0	0
20.	O.Z.	0	0

Mean Percentage -- 39.2

Standard Deviation of the Percentage -- 27.04

Range of the Percentage -- 0 to 100

TABLE 3e
PERCENTAGE OF RESPONSES CORRECT - SAN JOSE

Rank	Term	Number Correct	Percentage
1.	rags	8	100
2.	pig	8	100
3.	doing his thing	6	75
4.	bad scene	6	75
5.	the whole hog	5	62
6.	vines	5	62
7.	funked-out	4	50
8.	dude	4	50
9.	stuff	3	37
10.	the man	3	37
11.	away	3	37
12.	ripped on him	2	25
13.	ripped-off	2	25
14.	ole man	2	25
15.	phat	1	12
16.	snort	0	0
17.	airing-out	0	0
18.	queen	0	0
19.	hog	0	0
20.	O.Z.	0	0

Mean Percentage -- 38.6

Standard Deviation of the Percentage -- 25.97

Range of the Percentage -- 0 to 100.

TABLE 3f
PERCENTAGE OF RESPONSES CORRECT - MONROE

Rank	Term	Number Correct	Percentage
1.	rags	5	100
2.	stuff	5	100
3.	dude	3	60
4.	the whole hog	3	60
5.	pig	3	60
6.	doing his thing	3	60
7.	away	3	60
8.	vines	2	40
9.	bad scene	2	40
10.	the man	2	40
11.	hog	2	40
12.	funked-out	2	40
13.	ripped-off	1	20
14.	ripped on him	1	20
15.	snort	0	0
16.	ole man	0	0
17.	airing-out	0	0
18.	queen	0	0
19.	phat	0	0
20.	O.Z.	0	0

Mean Percentage -- 37.0

Standard Deviation of the Percentage -- 24.28

Range of the Percentage -- 0 to 100.

"phat" or "queen." Pasadena comprehended the terms "rags" and "pig" while all of them missed the terms "snort," "hog," and "O.Z." San Jose comprehended "rags," "bad scene," "pig," and "doing his thing," but they completely missed the terms "snort," "airing-out," "queen," "hog," and "O.Z." Monroe administrators comprehended "rags" and "stuff" but completely missed comprehension of "snort," "ole man," "airing-out," "queen," "phat," and "O.Z." Pasadena, Monroe, Philadelphia, and Amherst completely missed the terms "snort" and "O.Z." while both Pasadena and San Jose missed the terms "hog" and "O.Z." Philadelphia, Amherst, Pasadena, and Monroe completely missed the term "snort." Philadelphia was the only district to comprehend "the whole hog." Amherst was the only one to comprehend "away." Philadelphia and Amherst were the only districts to interpret "vines" at the comprehension level while Amherst, San Jose, and Pasadena were the only ones to comprehend "pig." Amherst and San Jose comprehended "doing his thing."

Mean Score and Range of Responses Correct

The three tables in this section contain data pertaining to the mean scores and ranges for:

1. All of the administrators (Table 4).
2. The Black and White administrators (Table 5).
3. Each school district (Table 6).

TABLE 4
 MEAN SCORE AND RANGE OF RESPONSES
 CORRECT - ALL SUBJECTS

Rank	Term	Mean Score	Range of Response Correct
1.	rags	1.00	50
2.	bad scene	.80	40
3.	pig	.74	37
4.	stuff	.70	35
5.	vines	.66	33
6.	the whole hog	.56	28
7.	the man	.56	28
8.	away	.56	28
9.	dude	.52	26
10.	doing his thing	.48	24
11.	funked-out	.44	22
12.	ripped on him	.36	18
13.	ripped-off	.22	11
14.	ole man	.18	9
15.	hog	.16	8
16.	airing-out	.14	7
17.	phat	.06	3
18.	queen	.04	2
19.	snort	.02	1
20.	O.Z.	.02	1

Total Mean Score -- .rl

Standard Deviation of the Mean -- .07

Range of the Mean -- .02 to 1.00

TABLE 5a

MEAN SCORE AND RANGE OF RESPONSES CORRECT
BLACK ADMINISTRATORS

Rank	Term	Mean Score	Number Correct
1.	rags	1.00	20
2.	stuff	.80	16
3.	bad scene	.75	15
4.	vines	.70	14
5.	dude	.65	13
6.	the man	.65	13
7.	pig	.65	13
8.	the whole hog	.65	13
9.	away	.50	10
10.	funked-out	.40	8
11.	hog	.35	7
12.	doing his thing	.35	7
13.	ripped on him	.35	7
14.	airing-out	.30	6
15.	ripped-off	.20	4
16.	ole man	.20	4
17.	queen	.05	1
18.	phat	.05	1
19.	O.Z.	.05	1
20.	snort	.00	0

Total Mean Score -- .43

Standard Deviation of the Mean -- .26

Range of the Mean -- .0 to 1.00

TABLE 5b
 MEAN SCORE AND RANGE OF RESPONSES CORRECT
 WHITE ADMINISTRATORS

Rank	Term	Mean Score	Number Correct
1.	rags	1.00	30
2.	bad scene	.83	25
3.	pig	.80	24
4.	vines	.63	19
5.	stuff	.63	19
6.	away	.60	18
7.	doing his thing	.57	17
8.	the whole hog	.50	15
9.	the man	.50	15
10.	funked-out	.47	14
11.	dude	.43	13
12.	ripped on him	.37	11
13.	ripped-off	.23	7
14.	ole man	.17	5
15.	phat	.07	2
16.	snort	.03	1
17.	airing-out	.03	1
18.	queen	.03	1
19.	hog	.03	1
20.	O.Z.	.00	0

Total Mean Score -- .39

Standard Deviation of the Mean -- .28

Range of the Mean -- .0 to 1.00

TABLE 6a
 MEAN SCORE AND RANGE OF RESPONSES
 CORRECT - PHILADELPHIA

Rank	Term	Number Correct	Mean Score
1.	bad scene	9	1.00
2.	rags	9	1.00
3.	vines	8	.89
4.	the man	8	.89
5.	dude	7	.78
6.	the whole hog	7	.78
7.	pig	7	.78
8.	stuff	7	.78
9.	away	6	.67
10.	airing-out	5	.56
11.	ripped on him	5	.56
12.	funked-out	4	.44
13.	ole man	3	.33
14.	doing his thing	3	.33
15.	hog	2	.22
16.	ripped-off	1	.11
17.	phat	1	.11
18.	queen	1	.11
19.	snort	0	.00
20.	O.Z.	0	.00

Total mean score -- .52

Standard Deviation of the Mean -- .3

Range of the Mean -- .0 to 1.00

TABLE 6b
 MEAN SCORE AND RANGE OF RESPONSES
 CORRECT - AMHERST

Rank	Term	Number Correct	Mean Score
1.	rags	5	1.00
2.	bad scene	5	1.00
3.	away	5	1.00
4.	vines	4	.80
5.	stuff	4	.80
6.	pig	4	.80
7.	doing his thing	4	.80
8.	ripped on him	2	.40
9.	funked-out	2	.40
10.	the man	2	.40
11.	the whole hog	2	.40
12.	dude	2	.40
13.	snort	0	.00
14.	ole man	0	.00
15.	ripped-off	0	.00
16.	airing-out	0	.00
17.	queen	0	.00
18.	phat	0	.00
19.	hog	0	.00
20.	O.Z.	0	.00

Total Mean Score -- .41

Standard Deviation of the Mean -- .28

Range of the Mean -- .0 to 1.00

TABLE 6c
 MEAN SCORES AND RANGE OF RESPONSES
 CORRECT - PATERSON

Rank	Term	Number Correct	Mean Score
1.	rags	10	1.00
2.	bad scene	9	.90
3.	stuff	7	.70
4.	vines	6	.60
5.	the man	6	.60
6.	dude	6	.60
7.	doing his thing	5	.50
8.	hog	4	.40
9.	pig	4	.40
10.	the whole hog	4	.40
11.	ripped on him	3	.30
12.	funked-out	3	.30
13.	away	3	.30
14.	ole man	2	.20
15.	snort	1	.10
16.	ripped-off	1	.10
17.	O.Z.	1	.10
18.	airing-out	1	.10
19.	queen	0	.00
20.	phat	0	.00

Total Mean Score -- .38

Standard Deviation of the Mean -- .24

Range of the Mean -- .0 to 1.00

TABLE 6d
 MEAN SCORES AND RANGE OF RESPONSES
 CORRECT - PASADENA

Rank	Term	Number Correct	Mean Score
1.	rags	13	1.00
2.	pig	11	.84
3.	stuff	9	.69
4.	bad scene	9	.69
5.	vines	8	.61
6.	away	8	.61
7.	the whole hog	7	.53
8.	the man	7	.53
9.	funked-out	7	.53
10.	ripped-off	6	.46
11.	dude	5	.38
12.	ripped on him	5	.38
13.	doing his thing	3	.23
14.	ole man	2	.15
15.	airing-out	1	.07
16.	queen	1	.07
17.	the man	1	.07
18.	snort	0	.00
19.	hog	0	.00
20.	O.Z.	0	.00

Total Mean Score -- .39

Standard Deviation of the Mean -- .24

Range of the Mean -- .0 to 1.00

TABLE 6e
 MEAN SCORES AND RANGE OF RESPONSES
 CORRECT - SAN JOSE

Rank	Term	Number Correct	Mean Score
1.	rags	8	1.00
2.	pig	8	1.00
3.	doing his thing	6	.75
4.	bad scene	6	.75
5.	the whole hog	5	.62
6.	vines	5	.62
7.	funked-out	4	.50
8.	dude	4	.50
9.	stuff	3	.37
10.	the man	3	.37
11.	away	3	.37
12.	ripped on him	2	.25
13.	ripped off	2	.25
14.	ole man	2	.25
15.	phat	1	.12
16.	snort	0	.00
17.	airing-out	0	.00
18.	queen	0	.00
19.	hog	0	.00
20.	O.Z.	0	.00

Total Mean Score -- .38

Standard Deviation of the Mean -- .24

Range of the Mean -- .0 to 1.00

TABLE 6f
 MEAN SCORES AND RANGE OF RESPONSES
 CORRECT - MONROE

Rank	Term	Number Correct	Mean Score
1.	rags	5	1.00
2.	stuff	5	1.00
3.	dude	3	.60
4.	the whole hog	3	.60
5.	pig	3	.60
6.	doing his thing	3	.60
7.	away	3	.60
8.	vines	2	.40
9.	bad scene	2	.40
10.	the man	2	.40
11.	hog	2	.40
12.	funked-out	2	.40
13.	ripped-off	1	.20
14.	ripped on him	1	.20
15.	snort	0	.00
16.	ole man	0	.00
17.	airing-out	0	.00
18.	queen	0	.00
19.	phat	0	.00
20.	O.Z.	0	.00

Total Mean Score -- .37

Standard Deviation of the Mean -- .22

Range of the Mean -- .0 to 1.00

Unusual Features of Tables 4, 5a, and 5b

In Table 4, the mean scores ranged from .02 to 1.00 with only four above the comprehension level of .70.

In Table 5a, the range was 0 to 1.00. "Snort" was not comprehended by any of the Black administrators and only four terms were comprehended by all of them: "rags," "stuff," "bad scene," and "vines."

In Table 5b the White administrators had a range from .0 to 1.00. Only on three terms did the White administrators have a mean score of .70 or above: "rags," "bad scene," and "pig." All of them had a mean score of 0 for "O.Z." Tables 5a and 5b are similar since both Black and White administrators completely comprehended the same word "rags" and both interpreted "bad scene" at the comprehension level. Both Black and White administrators completely missed one word; the Black administrators missed "snort" and the White administrators missed "O.Z." Both had identical ranges of the mean (0 to 1.00). The Black mean score was only .04 higher than the White mean score and the standard deviation of the Black administrators was only .02 higher than the White administrators. Therefore there is no significant difference between the two scores.

Unusual Features of Tables 6a, 6b, 6c, 6d, 6e, and 6f

In Table 6a, the range is from 0 to 1.00. Philadelphia administrators comprehended nine terms: "bad

scene," "rags," "vines," "the man," "dude," "pig," "stuff," "the whole hog." Amherst had a range from 0 to 1.00 with the administrators scoring 0 in 8 terms: "O.Z.," "hog," "phat," "queen," "airing-out," "ripped-off," "ole man," and "snort" and comprehending 7 terms: "rags," "bad scene," "away," "vines," "stuff," "pig," and "doing his thing." Paterson has a range from .0 to 1.00 with only three terms comprehended: "rags," "bad scene," and "stuff." Pasadena had a range from 1 to 1.00 and two terms were comprehended: "rags" and "pig." San Jose had a range from 0 to 1.00 and comprehended four terms: "rags," "pig," "doing his thing," and "bad scene." Monroe had a range from 0 to 1.00 and fully comprehended only two terms; the remaining 18 terms were below the comprehension level of .70. Philadelphia comprehended eight terms and Monroe comprehended only two; however, Monroe was successful in completely comprehending "stuff" while Philadelphia was not. Both districts scored low on such terms as "O.Z.," "snort," "queen," and "phat" while both scored high in "rags."

Chi Square Analysis

The tables in this section contain data pertaining to the mean scores and range for:

1. All of the districts (Table 7).
2. Black and White administrators (Table 8).

TABLE 7
CHI SQUARE ANALYSIS - ALL SUBJECTS

Rank	Term	Chi Square	Significance
1.	dude	3.80	ns
2.	vines	4.36	ns
3.	snort	4.08	ns
4.	the whole hog	3.48	ns
5.	raggs	no variability	
6.	bad scene		ns
7.	ole man	3.98	ns
8.	stuff	6.66	ns
9.	ripped-off	7.34	ns
10.	airing-out	*16.40	.0058
11.	queen	2.81	ns
12.	the man	6.19	ns
13.	phat	2.35	ns
14.	pig	10.25	ns
15.	hog	*11.64	.04
16.	doing his thing	8.70	ns
17.	away	8.39	ns
18.	funked-out	1.48	ns
19.	ripped on him	2.69	ns
20.	O.Z.	4.08	ns

Significance Level -- .05

ns = not significant

TABLE 8

CHI SQUARE ANALYSIS - BLACK
AND WHITE ADMINISTRATORS

Rank	Term	Corrected Chi Square	Significance
1.	dude	1.47	ns
2.	vines	.03	ns
3.	snort	.04	ns
4.	the whole hog	.57	ns
5.	rags	no variability	
6.	bad scene	.13	ns
7.	ole man	.00	ns
8.	stuff	.89	ns
9.	ripped-off	.00	ns
10.	airing-out	*5.04	.02
11.	queen	.19	ns
12.	the man	.57	ns
13.	phat	.13	ns
14.	pig	.73	ns
15.	hog	*6.75	.0094
16.	doing his thing	1.47	ns
17.	away	.16	ns
18.	funked-out	.03	ns
19.	ripped on him	.03	ns
20.	O.Z.	.04	ns

Significance level -- .05

ns = not significant

Unusual Features of Tables 7, 8, and 8a

There was a significant difference among the school districts in the comprehension of the term "airing-out." Only 7 administrators comprehended the term. Five of them were administrators from Philadelphia. The other 2 were from Pasadena and Paterson.

The other significant difference occurred with the term "hog." Two administrators each in Philadelphia and Monroe comprehended while four in Paterson comprehended.

In Table 8 it was significant that of the seven who comprehended the term "airing out," six were Black and from the eight administrators who comprehended the term "hog," seven were Black.

There were no other significant differences.

Table 8a revealed among districts a Chi Square of 51.71 with 40 degrees of freedom and a significance of .10. Therefore, there was no significance among school administrators comprehension.

Unusual Features of Tables 9, 10, and 11

In Table 9, all of the administrators comprehended the nouns: "rags," "pig," and "stuff" while "vines," "dude," "hog," "queen," and "snort" were below comprehension.

In Tables 10 and 11 the Black administrators comprehended the nouns: "rags," "stuff," and "vines" while the White administrators comprehended "rags" and "pig" but

Table 3a

COUNT		CHI SQUARE ANALYSIS - ALL DISTRICTS													ROW TOTAL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
ROW PCT	CUL PCT	1	41	51	61	71	81	91	101	111	121	131	141	151	161	171	181	191	201	211	221	231	241	251	261	271	281	291	301	311	321	331	341	351	361	371	381	391	401	411	421	431	441	451	461	471	481	491	501	511	521	531	541	551	561	571	581	591	601	611	621	631	641	651	661	671	681	691	701	711	721	731	741	751	761	771	781	791	801	811	821	831	841	851	861	871	881	891	901	911	921	931	941	951	961	971	981	991	1001	1011	1021	1031	1041	1051	1061	1071	1081	1091	1101	1111	1121	1131	1141	1151	1161	1171	1181	1191	1201	1211	1221	1231	1241	1251	1261	1271	1281	1291	1301	1311	1321	1331	1341	1351	1361	1371	1381	1391	1401	1411	1421	1431	1441	1451	1461	1471	1481	1491	1501	1511	1521	1531	1541	1551	1561	1571	1581	1591	1601	1611	1621	1631	1641	1651	1661	1671	1681	1691	1701	1711	1721	1731	1741	1751	1761	1771	1781	1791	1801	1811	1821	1831	1841	1851	1861	1871	1881	1891	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001	2011	2021	2031	2041	2051	2061	2071	2081	2091	2101	2111	2121	2131	2141	2151	2161	2171	2181	2191	2201	2211	2221	2231	2241	2251	2261	2271	2281	2291	2301	2311	2321	2331	2341	2351	2361	2371	2381	2391	2401	2411	2421	2431	2441	2451	2461	2471	2481	2491	2501	2511	2521	2531	2541	2551	2561	2571	2581	2591	2601	2611	2621	2631	2641	2651	2661	2671	2681	2691	2701	2711	2721	2731	2741	2751	2761	2771	2781	2791	2801	2811	2821	2831	2841	2851	2861	2871	2881	2891	2901	2911	2921	2931	2941	2951	2961	2971	2981	2991	3001	3011	3021	3031	3041	3051	3061	3071	3081	3091	3101	3111	3121	3131	3141	3151	3161	3171	3181	3191	3201	3211	3221	3231	3241	3251	3261	3271	3281	3291	3301	3311	3321	3331	3341	3351	3361	3371	3381	3391	3401	3411	3421	3431	3441	3451	3461	3471	3481	3491	3501	3511	3521	3531	3541	3551	3561	3571	3581	3591	3601	3611	3621	3631	3641	3651	3661	3671	3681	3691	3701	3711	3721	3731	3741	3751	3761	3771	3781	3791	3801	3811	3821	3831	3841	3851	3861	3871	3881	3891	3901	3911	3921	3931	3941	3951	3961	3971	3981	3991	4001	4011	4021	4031	4041	4051	4061	4071	4081	4091	4101	4111	4121	4131	4141	4151	4161	4171	4181	4191	4201	4211	4221	4231	4241	4251	4261	4271	4281	4291	4301	4311	4321	4331	4341	4351	4361	4371	4381	4391	4401	4411	4421	4431	4441	4451	4461	4471	4481	4491	4501	4511	4521	4531	4541	4551	4561	4571	4581	4591	4601	4611	4621	4631	4641	4651	4661	4671	4681	4691	4701	4711	4721	4731	4741	4751	4761	4771	4781	4791	4801	4811	4821	4831	4841	4851	4861	4871	4881	4891	4901	4911	4921	4931	4941	4951	4961	4971	4981	4991	5001	5011	5021	5031	5041	5051	5061	5071	5081	5091	5101	5111	5121	5131	5141	5151	5161	5171	5181	5191	5201	5211	5221	5231	5241	5251	5261	5271	5281	5291	5301	5311	5321	5331	5341	5351	5361	5371	5381	5391	5401	5411	5421	5431	5441	5451	5461	5471	5481	5491	5501	5511	5521	5531	5541	5551	5561	5571	5581	5591	5601	5611	5621	5631	5641	5651	5661	5671	5681	5691	5701	5711	5721	5731	5741	5751	5761	5771	5781	5791	5801	5811	5821	5831	5841	5851	5861	5871	5881	5891	5901	5911	5921	5931	5941	5951	5961	5971	5981	5991	6001	6011	6021	6031	6041	6051	6061	6071	6081	6091	6101	6111	6121	6131	6141	6151	6161	6171	6181	6191	6201	6211	6221	6231	6241	6251	6261	6271	6281	6291	6301	6311	6321	6331	6341	6351	6361	6371	6381	6391	6401	6411	6421	6431	6441	6451	6461	6471	6481	6491	6501	6511	6521	6531	6541	6551	6561	6571	6581	6591	6601	6611	6621	6631	6641	6651	6661	6671	6681	6691	6701	6711	6721	6731	6741	6751	6761	6771	6781	6791	6801	6811	6821	6831	6841	6851	6861	6871	6881	6891	6901	6911	6921	6931	6941	6951	6961	6971	6981	6991	7001	7011	7021	7031	7041	7051	7061	7071	7081	7091	7101	7111	7121	7131	7141	7151	7161	7171	7181	7191	7201	7211	7221	7231	7241	7251	7261	7271	7281	7291	7301	7311	7321	7331	7341	7351	7361	7371	7381	7391	7401	7411	7421	7431	7441	7451	7461	7471	7481	7491	7501	7511	7521	7531	7541	7551	7561	7571	7581	7591	7601	7611	7621	7631	7641	7651	7661	7671	7681	7691	7701	7711	7721	7731	7741	7751	7761	7771	7781	7791	7801	7811	7821	7831	7841	7851	7861	7871	7881	7891	7901	7911	7921	7931	7941	7951	7961	7971	7981	7991	8001	8011	8021	8031	8041	8051	8061	8071	8081	8091	8101	8111	8121	8131	8141	8151	8161	8171	8181	8191	8201	8211	8221	8231	8241	8251	8261	8271	8281	8291	8301	8311	8321	8331	8341	8351	8361	8371	8381	8391	8401	8411	8421	8431	8441	8451	8461	8471	8481	8491	8501	8511	8521	8531	8541	8551	8561	8571	8581	8591	8601	8611	8621	8631	8641	8651	8661	8671	8681	8691	8701	8711	8721	8731	8741	8751	8761	8771	8781	8791	8801	8811	8821	8831	8841	8851	8861	8871	8881	8891	8901	8911	8921	8931	8941	8951	8961	8971	8981	8991	9001	9011	9021	9031	9041	9051	9061	9071	9081	9091	9101	9111	9121	9131	9141	9151	9161	9171	9181	9191	9201	9211	9221	9231	9241	9251	9261	9271	9281	9291	9301	9311	9321	9331	9341	9351	9361	9371	9381	9391	9401	9411	9421	9431	9441	9451	9461	9471	9481	9491	9501	9511	9521	9531	9541	9551	9561	9571	9581	9591	9601	9611	9621	9631	9641	9651	9661	9671	9681	9691	9701	9711	9721	9731	9741	9751	9761	9771	9781	9791	9801	9811	9821	9831	9841	9851	9861	9871	9881	9891	9901	9911	9921	9931	9941	9951	9961	9971	9981	9991	1001	10011	10021	10031	10041	10051	10061	10071	10081	10091	10101	10111	10121	10131	10141	10151	10161	10171	10181	10191	10201	10211	10221	10231	10241	10251	10261	10271	10281	10291	10301	10311	10321	10331	10341	10351	10361	10371	10381	10391	10401	10411	10421	10431	10441	10451	10461	10471	10481	10491	10501	10511	10521	10531	10541	10551	10561	10571	10581	10591	10601	10611	10621	10631	10641	10651	10661	10671	10681	10691	10701	10711	10721	10731	10741	10751	10761	10771	10781	10791	10801	10811	10821	10831	10841	10851	10861	10871	10881	10891	10901	10911	10921	10931	10941	10951	10961	10971	10981	10991	11001	11011	11021	11031	11041	11051	11061	11071	11081	11091	11101	11111	11121	11131	11141	11151	11161	11171	11181	11191	11201	11211	11221	11231	11241	11251	11261	11271	11281	11291	11301	11311	11321	11331	11341	11351	11361	11371	11381	11391	11401	11411	11421	11431	11441	11451	11461	11471	11481	11491	11501	11511	11521	11531	11541	11551	11561	11571	11581	11591	11601	11611	11621	11631	11641	11651	11661	11671	11681	11691	11701	11711	11721	11731	11741	11751	11761	11771	11781	11791	11801	11811	11821	11831	11841	11851	11861	11871	11881	11891	11901	11911	11921	11931	11941	11951	11961	11971	11981	11991	12001	12011	12021	12031	12041	12051	12061	12071	12081	12091	12101	12111	12121	12131	12141	12151	12161	12171	12181	12191	12201	12211	12221	12231	12241	12251	12261	12271	12281	12291	12301	12311	12321	12331	12341	12351	12361	12371	12381	12391	12401	12411	12421	12431	12441	12451	12461	12471	12481	12491	12501	12511	12521	12531	12541	12551	12561	12571	12581	12591	12601	12611	12621	12631	12641	12651	12661	12671	12681	12691	12701	12711	12721	12731	12741	12751	12761	12771	12781	12791	12801	12811	12821	12831	12841	12851	12861	12871	12881	12891	12901	12911	12921	12931	12941	12951	12961	12971	12981	12991	13001	13011	13021	13031	13041	13051	13061	13071	13081	13091	13101	13111	13121	13131	13141	13151	13161	13171	13181	13191	13201	13211	13221	13231	13241	13251	13261	13271	13281	13291	13301	13311	13321	13331	13341	13351	13361	13371	13381	13391	13401	13411	13421	13431	13441	1345

TABLE 9

RANK LISTINGS OF NOUNS COMPREHENDED
CORRECTLY - ALL SUBJECTS

Rank	Term	Number Correct	Percentage
1.	rag	50	100
2.	pig	37	74
3.	stuff	35	70
4.	vines	33	66
5.	dude	26	52
6.	hog	8	16
7.	queen	2	4
8.	snort	1	2

TABLE 10

RANK LISTINGS OF NOUNS COMPREHENDED
CORRECTLY - BLACK ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	rag	20	100
2.	stuff	16	80
3.	vines	14	70
4.	pig	13	65
5.	dude	13	65
6.	hog	7	35
7.	queen	1	5
8.	snort	0	0

TABLE 11
RANK LISTINGS OF NOUNS COMPREHENDED
CORRECTLY - WHITE ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	rags	30	100
2.	pig	24	80
3.	vines	19	63.3
4.	stuff	19	63.3
5.	dude	13	43.3
6.	snort	1	3.3
7.	queen	1	3.3
8.	hog	1	3.3

"vines," "stuff," "dude," "snort," "queen," and "hog" fell below comprehension. Tables 9 through 14 indicate a lack of comprehension among all of the administrators for nouns and idioms in Black English.

Unusual Features of Tables 12, 13, and 14

In Table 12 the administrators comprehended only one idiom: "bad scene." The balance of them fell below the level of comprehension: "the whole hog," "doing his thing," "funked-out," "ripped-off," "ripped on him," "ole man," and "airing-out."

In Tables 13 and 14 both Black and White administrators comprehended "bad scene" but could not comprehend the remaining ones.

TABLE 12

RANK LISTINGS OF IDIOMS COMPREHENDED
CORRECTLY - ALL SUBJECTS

Rank	Term	Number Correct	Percentage
1.	bad scene	40	80
2.	the man	28	56
3.	the whole hog	28	56
4.	doing his thing	24	48
5.	funked-out	22	44
6.	ripped-off	11	22
7.	ripped on him	9	18
8.	ole man	9	18
9.	airing-out	7	14

TABLE 13

RANK LISTINGS OF IDIOMS COMPREHENDED
CORRECTLY - BLACK ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	bad scene	15	75
2.	the man	13	65
3.	the whole hog	13	65
4.	funked-out	8	40
5.	doing his thing	7	35
6.	ripped on him	7	35
7.	airing-out	6	30
8.	ripped-off	4	20
9.	ole man	4	20

TABLE 14
RANK LISTINGS OF IDIOMS COMPREHENDED
CORRECTLY - WHITE ADMINISTRATORS

Rank	Term	Number Correct	Percentage
1.	bad scene	25	83.3
2.	doing his thing	17	56.7
3.	the whole hog	15	50
4.	the man	15	50
5.	funked-out	14	46.7
6.	ripped on him	11	36.7
7.	ripped-off	7	23.3
8.	ole man	5	16.7
9.	airing-out	1	3.3

SUMMARY

In this chapter three hypotheses were tested against the data gathered from 50 administrators situated in 6 school districts around the United States.

The data was presented in terms of correct responses recorded from the instrument.

In the first section the tables revealed that the administrators comprehended only 40.2 per cent of the Black English terms. The Black administrators did score slightly higher than the White administrators but the difference was not significant. Every district was below comprehension, the highest mean percentage being Philadelphia with 56 per cent.

The data in the second category, Tables 4, 5, and 6, was identical to the first category.

The Chi Square Analysis provided the level of significance at which each term was comprehended. Only two terms of the twenty in the sample were understood by the administrators.

Based on the analysis of the data in this chapter, the first hypothesis, which states that: Inner city school administrators do not have available a working comprehension of Black English, is accepted; the second hypothesis, which states that: There is no difference between Black and White administrators with regard to their comprehension of Black English used in inner-city environments, is accepted; and the final hypothesis: There are no regional differences among inner-city administrators with regard to their comprehension of Black English used in their respective inner-city environments, is accepted.

Consequently, there is a lack of significant differences in comprehension between the Black and White administrators.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS FOR FUTURE RESEARCH

SUMMARY

In Chapter I the researcher cited the communication problem that exists among school administrators, parents, teachers, and students. This communication gap is presently a serious one between student, teacher, parent, and administrator. The purpose of this study has been to clarify some effects of Black English upon communication within a specific target setting. Attempts were made to ascertain the difference in comprehension of Black English among selected inner-city school administrators, the differences in comprehension of Black English among selected Black and White inner-city administrators, and the regional differences in comprehension of Black English among selected inner-city school administrators in various school districts.

This study attempted to answer some questions pertaining to the degree to which Black Non-Standard English used by Black students and parents is understood by school administrators. The research instrument developed for this study was a pilot test that was used to survey comprehension of Black English among selected school administrators. Fifty-two administrators from six regional school districts

took part in this pilot test by writing a synonym for each of the 20 Black English terms.

As it has been previously stated, the pilot study was created to test the Black English comprehension levels of selected school administrators and to determine whether racial or regional factors influenced their comprehension levels.

From these purposes and implications, the following major results were reached:

1. The school administrators did not achieve 70 per cent Black English comprehension, the level considered adequate for comprehension of Black English.
2. The Black administrators were slightly, but not significantly, higher in comprehension than the White administrators.
3. The differences in comprehension among inner-city districts is very slight, in fact, the difference is not significant.

The major conclusions to be drawn from the testing of the above hypotheses are as follows:

1. Administrators in the sample speak Standard English.
2. Administrators sampled do not possess a working knowledge of Black English.
3. It is reasonable to infer that administrators are not in touch with the latest programs on how to teach Blacks to read.
4. There is a generation gap in the comprehension of Black English that exists between administrators and students.
5. Both Black and White school administrators are suffering from virtually the same problem in comprehension of Black English.

DISCUSSION

The implications of these results are discussed below:

Administrators in the sample understood predominantly Standard English. Of the 52 administrators in the sample, all of them both spoke and comprehended Standard English. It is not difficult to understand the reasons why each spoke Standard English when we begin to look at the institutions that train school administrators. These institutions are sustained from a traditional middle class prospective. Taylor charges (24:108):

The reasons for the white, middle-class character of the American university ought to be obvious. A white bureaucracy runs universities--from boards of trustees to the central administration, college deans, departmental chairmen and, finally, the faculty. This white power is reinforced by white-controlled state legislatures, private foundations, and alumni associations--institutions which colleges and universities must satisfy.

Consequently, there has not been a serious effort to even consider comprehension or attempt to view this Black English as being anything less than a deviant dialect. The image that the administrator has been trained to portray must be in keeping with the standards set forth by the bureaucracy.

In addition, the role of the school administrator in this study has risen far above the original one (the principal teacher) and he has reached the executive level where he eventually becomes isolated from the students in

order to maintain his busy schedule. Schools in Black communities may be staffed by school principals and other administrators who may live as far as 50 miles away and have no working knowledge of the community surrounding the school, its conditions, or its people. His formal learning background in Standard English has behooved him to look upon it as being the criteria for acceptable speech in his school. Furthermore, since he is the principal image on the staff he might have a tendency to perpetuate the use of Standard English and frown upon those who do not use it:

Unfortunately, there is a tendency for the educator to think of the Black child with his Non-Standard speech as a 'verbal cripple' whose restricted language leads to, or is caused by, cognitive deficits (2:93).

Consequently, the doors of comprehension would not be open.

It is imperative, therefore, that school administrators expand their comprehension abilities. This could be achieved by a massive in-service effort in this country to teach Black English to school administrators. Since the education departments have failed to train the school administrator in this discipline, the linguistics departments are faced with the task of providing a comprehensive model in social dialects for school administrators.

Administrators do not encourage the use of Black Non-Standard English by the staff or students. The administrator is placed in a precarious position where he is constantly confronted by the communication problem previously

mentioned in this study. He cannot initiate any sound approaches to a problem that he does not understand; thus, he is left to live with this problem where no alternative is being offered.

Courses in student teaching and in-service teacher training must be given new meaning so that the beginning student and experienced teacher are able to make personal investigations into the social dialects spoken in the local school community before such areas as Special Education, Methods and Instructional Techniques are approached. Consequently, the school administrator can act as a catalyst for implementing this program.

The inference is that administrators are not in touch with the latest programs on how to teach Blacks to read. The present tendency of school curricula has been to attempt to correct the reading of the divergent speaker by putting him into special classes where the gap between oral and written language is widened. Administrators should be in the position to demand some alternatives for these divergent speakers. Kenneth Goodman offers three (10:25):

1. Write materials for them based on their own dialect or rewrite standard materials in their own dialect.
2. Teach children the standard dialect before teaching them to read in the standard dialect.
3. Let children read the materials in their own dialect.

Kenneth Johnson advises (11:8):

1. Children must recognize that their non-standard Negro dialect and standard English are different.
2. Children must be taught the nature of language and

- the reasons for language differences in people.
3. Children must be taught that the nonstandard Negro dialect is not morally or intellectually inferior to standard English.
 4. Social factors that produce the nonstandard Negro dialect must be taught.
 5. Children must be taught the social situations in which standard English is appropriate.

Irwin Feigenbaum (9:90) offers the following effective two-fold plan: (1) contrast and comparison: describing the problems, e.g. determine what needs and needs not to be done; (2) contrast and comparison: teaching the problems, e.g., two items, one standard and the other non-standard, show the students the structure to be learned and practiced and indicate where mistakes may occur. For example, the following two sentences may be written on the board or projected from a transparency: He work hard. He works hard. The teacher would then ask how the two sentences differ and which one is standard and which non-standard. For administrators to endorse programs in reading that completely reject Black English is a serious mistake where, in the final analysis, the divergent speaker suffers.

There is a generation gap in the comprehension of Black English that is spoken by students and school administrators. There are a countless number of administrators who have fallen victim to the 'generation gap' that has forever existed between the students and themselves. The teen-age student has his 'in' or peer group and the

administrator has his own social circle. The teenager has cleverly designed his sociolects by which he is identified within the group. Too often, the teenagers have selected terms that have been used for decades but have been recycled into new definitions.

In order to bridge this gap, more young school administrators must be hired. The various state departments of education must reconsider the certification requirements of an administrator to include courses in Black English comprehension for him that have been mentioned previously. This would prepare the incoming administrator and require that the experienced administrator pursue courses on an in-service basis.

It would appear that administrators may not have adequate tools to aid them in establishing a working knowledge of Black English. A principal's tools are only as effective as the present educational system which appears to be continuously successful in perpetuating failure in language programs. Joan Baratz points out (2:92):

Because the educational system has been ineffective in coping with teaching inner-city children to read, it treats reading failure (in terms of grading, ranking, etc.) as if this failure were due to intellectual deficits of the child rather than to methodological inadequacies in teaching procedures. Thus the system is unable to teach the child to read, but very quickly teaches him to regard himself as intellectually inadequate and, therefore, of low self-esteem and low social value.

If the school system is not equipped to provide relevant

reading programs to Black students, the principal (who is, in reality, the liaison between the system and the school) has no alternative than what is being offered. One alternative would be an in-service course for administrators that focuses on the new materials for teaching reading to Black children that are available from such sources as the Center for Applied Linguistics in Washington, D.C. and the London School of Oriental and African Studies.

Both Black and White school administrators are suffering from virtually the same problem in comprehension of Black English. This indicates a strong need for more Black administrators, quality training for administrators in college through in-service courses, and community contacts. Institutions such as the University of Michigan offer a course in Social Dialects and Urban Education that is relevant for both teacher and school administrator. Indiana University opened a new Department of Urban and Overseas English Programs to prepare personnel to teach Standard English in urban schools.

IMPLICATIONS FOR FUTURE RESEARCH

How the Researcher Would Redesign the Study

The choice of terms in the instrument reflected the biases of the researcher. In order to improve upon the present instrument, it would be imperative for the researcher to do the following: select terms that are basic

in the dialect spoken by Black students; test the instrument by running it under a greater variety of conditions with a larger sample; and include the students as well as the administrators in the sample.

Parallel Bi-lingual Programs

It is important today to incorporate programs within urban school districts that will provide parallel instruction for the Black student who speaks the Non-Standard English and the student who speaks Standard English. As it is important for a Black student who speaks Black English to be taught Standard English, it is also equally important that the student who speaks Standard English be taught Black English. This opens an avenue of understanding between students that has been long past due. In this process, students who speak Black English could assist the teacher by translating Standard passages into Non-Standard English for the Standard speaking students and vice-versa. This would permit large groups of students to learn the dialects of their class-room peers in a short period of time. This concept is based upon the success enjoyed by various bi-lingual programs now in existence.

Upgrading the Study for the Training of School Administrators

In order to provide an effective experience program that would have impact in comprehension upon the immense

numbers of administrators in this nation, the following credentialed-in-service program should be offered to them. First, a course designed to teach the basic concepts of linguistics would serve as a prerequisite to a series of learning experience which would include the following: a course titled social or urban dialects which focuses upon the dialects spoken by various minorities in the communities local to each respective district; a course which seeks to preserve the first dialect spoken by the student and reviews the latest teaching methods incorporated to stimulate a student in his efforts to narrow the communication gap between the native dialect in his language community and the dialects outside of it; a special course designed to acquaint the school administrator with the family and community structure surrounding the school; a course focusing on poverty as it affects the students in his immediate school; a course focusing on peer group relations and the learning styles of the students in the neighboring low-income community; and a field-study course that would allow the school administrator to live in residence for a designated period of time in the school community to become acquainted, first-hand, with the cultural aspects of the ghetto community. These "courses" may vary in length from a few meetings to an intensive study experience extending over several months.

The pilot test revealed a very slight margin of comprehension between the Black and White administrators.

This is not unusual since these men represent that sector of our society that is perceived as middle-class, they tend to set the standards of 'good speech' or 'good English' by their own. They, consequently, lose sight of the fact that Black children speak a language that is well-ordered but different from Standard English.

The "one-sided pattern of understanding" mentioned by Dalby (1971) is evident in both Black and White administrators and it will not be remedied until their knowledge of Black English is expanded. The Black administrator has been forced to understand the White man's language and his culture for reasons of survival. Now, he must come to grips with a language that is spoken in his own culture by the majority of the working-class Black people whose children he may be serving. On the other hand, the White man has refused to recognize anything about the Black man except his bare physical existence. Now he, too, has discovered a need to cast aside his ignorances and explore Black Language, history and culture. Until these needs are met in a nation that is economically capable of doing so, there will be continuous failure on the part of the child to learn and the administrator to comprehend.

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APPENDIX

Definition of terms

1. Language A set of arbitrary symbols (words) which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages.
2. Slang New, flashy, popular words or phrases characterized by freshness and vividness.
3. Black English Also known as Black Language, Negro Non-Standard English, and Negro Dialect.
4. Dialect A variety of a language.
5. Dialectology The study of language differences within a speech community.
6. Contrived Speech The deliberate use of a new form or an established form in a new or different sense tentatively not sanctioned by conventional standard usage.
7. Sociolect A total set of shared features of "contrived speech" of the regional idiolects.
8. Linguistics The scientific study of human language.
9. Linguist A scholar of human languages.
10. Stress The degree of prominence a syllable has.
11. Inflect To change the tone or pitch of the word.
12. Gullah The name given to the dialect spoken by the ex-slaves and their

descendants who live on the Sea Islands off the coast of South Carolina and Georgia and on the mainland nearby.

13. Structural
Interference

Interference refers to the tendency of individuals to make a foreign language conform to the sound and structure of their native tongue.

